ED 459 310 AA 001 340

Resources in Education (RIE). Volume 37, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

ED 459 311 CE 080 724

Postsecondary Education: Wisconsin Tells Parents in Poverty--"You Don't Need No Book Larnin.'" Working & Poor in Wisconsin.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Comparative Analysis; Education Work Relationship; Educational Needs; Educational Policy; Educational Research; Employment Patterns; Employment Problems; Employment Qualifications; Job Search Methods; Job Training; Labor Force; Labor Force Development; Labor Needs; Needs Assessment; Policy Formation; Position Papers; *Postsecondary Education; Poverty; *Public Policy; Skilled Workers; State Programs; *Statewide Planning; Vocational Education; *Welfare Recipients; Welfare Services
IDENTIFIERS- Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs; *Wisconsin

Wisconsin's welfare reform program, which is called Wisconsin Works or W-2, emphasizes work over education. Wisconsin's welfare reform policy caused the numbers of Wisconsin welfare recipients attending college to shrink by thousands in the mid-1990s. In contrast, increasing numbers of states are coming to realize how much flexibility they really have under the Temporary Assistance to Needy Families (TANF) legislation and

training systems; (2) facilitating the access of all to the education and training systems; and (3) opening up education and training systems to the wider world. The Scenarios and Strategies for Vocational Training and Lifelong Learning in Europe Project identified trends in the VET system, including the importance of partnerships and economic restructuring in order to improve competitiveness and to promote changes in the workplace and increasing flexibility of labor. Suggested strategies included improving incentives for all parties to participate in training, requiring worker training and employment contracts, and improving the transparency of qualification structures and mobility. The project results show that four approaches are particularly prominent: (1) strengthening the social dimension of VET and lifelong learning; (2) developing institutions responsible for VET and lifelong learning; (3) developing a transparent structure of educational and VET qualifications and certification; and (4) modernization of work. Four matrices have been constructed to deal with possible scenarios arising from these recommendations. (KC)

ED 459 327 CE 082 617

Career Guidance and Counselling: Theory and Practice for the 21st Century. Conference Report (Budapest, Hungary, March 29-31, 2000).
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; Capitalism; Career Choice; Career Development; *Career Guidance; *Career Information Systems; Career Planning; Counselor Training; Developed Nations; Developing Nations; Economic Change; Educational Needs; *Employment Potential; Employment Qualifications; Foreign Countries; *Futures (of Society); Labor Force Development; Labor Market; Policy Formation; Postsecondary Education; Public Policy; Reentry Workers; *Retraining; Skill Development; Staff Development; Theory Practice Relationship; *Vocational Adjustment
IDENTIFIERS- Europe (Central); *Europe (East); United States

No longer is it possible for individuals to go through their working lives using only the skills and training they acquired during their initial schooling. Instead, they need to continually acquire new skills and re-think their career goals to meet changing job requirements and economic conditions. In order to help adults learn new skills and re-direct their thinking toward multiple careers instead of careers-for-life, more and different career guidance is needed. Instead of thinking of how to help individuals choose traditional careers, career guidance must focus on how to help them construct their own careers and to be open-minded to unplanned events that may lead to new careers. In particular, this concept of career guidance is relevant to the countries of Central and Eastern Europe. In these countries, shifts from the old paternalistic economy to a market economy have been abrupt and devastating, and career guidance must be made available to help people learn to plan and guide their own careers and lives. In the United States, in the meantime, policies, partnerships, and strategies are being implemented to support occupational and career information systems. These systems need to be refined and the best concepts applied to European countries. Staff development is central to the implementation of these initiatives.

Curriculum Development Guidelines. New ICT Curricula for the 21st Century: Designing Tomorrow's Education.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).; European Centre for the Development of Vocational Training, Thessaloniki (Greece).
PUB DATE- 01
NOTE- 49p.; Career Space is a consortium of BT, Cisco Systems, IBM Europe, Intel, Microsoft Europe, Nokia, Nortel Networks, Philips Semiconductors, Siemens AG, Telefonica S.A., Thales, and European Information, Communications, and Consumer Electronics Industry Technology Association (EICTA). Supported CEN/ISSS, Convention of National Societies of Electrical Engineers of Europe (EUREL), e-skills NTO, and universities and technical institutions.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; *Communications; Computer Science Education; *Curriculum Development; Demand Occupations; Developed Nations; Employment Qualifications; *Engineering; Engineering Education; Foreign Countries; *Guidelines; Higher Education; *Information Technology; Learning Modules; School Business Relationship; Skill Development; *Teamwork; Technology Education
IDENTIFIERS- Europe

Career Space is a consortium of major information and communications technology (ICT) companies working in partnership with the European Commission to encourage and enable more people to join and benefit from a dynamic e-Europe and to narrow the current skills gap. It believes the way in which engineering and computer studies students are educated should change to meet ICT industry needs in the 21st century and offers information and suggestions about ICT sector needs and ways to narrow the skills gap. ICT graduates need a solid foundation in technical skills from the engineering and informatics cultures, with a particular emphasis on a broad systems perspective. They need training in team working, with real experience of team projects where several activities are undertaken in parallel; a basic understanding of economics, market, and business issues; and good personal skills. Career Space recommends ICT curricula consist of these core elements: scientific base (30 percent), technology base (30 percent), application base and systems thinking (25 percent), and personal and business skills element (up to 15 percent). It urges European universities to implement the new ICT curricula and Bologna agreement to help solve Europe's ICT skills gap. Career Space suggests a ICT curriculum should consist of hierarchically organized modules consisting of sets of core modules, sets of area-specific core modules, and sets of optional modules. (YLB)

ED 459 344 CE 082 704

Generic ICT Skills Profiles: Future Skills for Tomorrow's World.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).; European Centre for the Development of Vocational Training, Thessaloniki (Greece).
PUB DATE- 01
NOTE- 90p.; Career Space is a consortium of BT, Cisco Systems, IBM Europe, Intel, Microsoft Europe, Nokia, Nortel Networks,

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Corporate Education; *Cost Effectiveness; Education Work Relationship; Employer Attitudes; Employer Employee Relationship; *Job Training; Labor Force Development; *Outcomes of Education; *Productivity; Resource Allocation; Staff Development; Vocational Education; *Wages
IDENTIFIERS- *Return on Investment

Changes in the economy and declining profit margins are prompting many businesses to question the value of their training investments. Companies that had been operating under the assumption that they were reaping positive benefits from their training efforts are asking their human resource managers to provide proof that their training programs are resulting in positive returns. Cost/benefit analysis is one means of evaluating training returns because it provides evidence of bottom-line profits. If the reasons for evaluating training are to ensure a correlation between training and a specific outcome, this highest level of evaluation may be required. However, if the reason for training is to improve soft-data areas such as customer satisfaction, employee morale, and so forth, other methods, such as surveys and interviews, may provide the evidence required to support training. The literature has enough evidence to support the position that investment in training results in positive returns. The nature of these returns may vary among organizations and workers, but it is important to remember that wages and productivity are not the only variables guiding a company's investment in training. (Contains 17 references.) (YLB)

ED 459 360 CE 082 748

Imel, Susan
Learning Technologies in Adult Education. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Computers; Access to Education; *Adult Education; *Constructivism (Learning); Educational Development; Educational Discrimination; Educational Environment; *Educational Technology; Equal Education; *Information Technology; Outcomes of Education; Reflective Teaching; Teaching Methods; Technological Advancement; *Telecommunications
IDENTIFIERS- Marginalized Groups

New learning technologies present many challenges for adult educators. They have great potential for achieving many underlying goals of adult education; however, like any tool, they must be used reflectively and viewed through a critical lens. The challenge is to use learning technologies in ways that support learning and respond to the needs of the learners. In considering and choosing learning technologies, the emphasis should always be on learning, with technology playing a supporting role. Learning technologies are not neutral. Not all learners may have access to a technology and technologies are shaped by the society that produced them, with underlying assumptions related to gender, social class, and culture. As to whether new learning technologies contribute to marginalization, those who are most technologically savvy may have the most successful learning encounters, but technology

Use is up among school-age children and they are now subject to a popular culture in music and films that glamorizes its use. This trend along with increased availability and purity of heroin has created a major health concern for mental health workers and educators. This publication aims to present the latest research findings about heroin abuse and addiction. It explains about the known health repercussions that extend beyond the user. The health and social consequences of drug abuse in family, educational, and work environments have a devastating impact on society and cost billions of dollars. On a hopeful note, treatment for opiate addiction is more available and is becoming more effective. This publication provides information and guidance for health workers and educators in their preventive efforts in drug education. (Contains 24 references.) (JDM)

ED 459 380 CG 031 419

Nicotine Addiction. National Institute on Drug Abuse Research Report Series.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Addiction; Drug Education; High School Students; High Schools; Mental Health Programs; Psychoeducational Methods; Public Health; *Smoking; *Tobacco
IDENTIFIERS- *Nicotine

The use of tobacco products is one of the most critical health problems facing the country. Through the use of neuroimaging technologies, it is now possible to see some of the changes in brain functioning that occur from smoking. There may be other chemicals in cigarette smoke that contribute to addiction. The improved understanding of addiction, along with the identification of nicotine as an addictive drug, has been instrumental in the development of medications and behavioral management treatments for nicotine addiction. The combination of scientific information and treatment strategies presented in this report provide current knowledge needed for intervention and prevention efforts in the medical and mental health services. (Contains 14 references.) (JDM)

ED 459 381 CG 031 420

Wood, Michelle
The NIDA Community-Based Outreach Model: A Manual To Reduce the Risk of HIV and Other Blood-Borne Infections in Drug Users.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; Communicable Diseases; Community Health Services; *Drug Addiction; Health Personnel; *Illegal Drug Use; Intervention; *Models; Public Health

The information in this manual will help community planners, policymakers, and service providers develop and implement programs to better prevent HIV and other blood-borne action and experience. (Contains 14 references.) (JDM)

ED 459 403 CG 031 450

Osofsky, Joy D.

Addressing Youth Victimization. Action Plan Update.

PUB DATE- 01

NOTE- 21p.; This Bulletin is the first in a series on the implementation of the "Action Plan" established in the Coordinating Council on Juvenile Justice and "Delinquency Prevention's 1996 publication, "Combatting Violence and Delinquency: The National Juvenile Justice Action Plan." Produced with assistance from Lucy Hudson and Heather E. Frey. For a summary of the 1996 Action Plan, see ED 396 046.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- At Risk Persons; *Child Abuse; *Child Neglect; Community Action; *Delinquency; Elementary Secondary Education; Family Influence; Federal Programs; *Juvenile Justice; Prevention; *Violence

IDENTIFIERS- Victimization

The Coordinating Council on Juvenile Justice and Delinquency Prevention published an action plan in 1996 that established eight objectives as the foundation for innovative and effective action by federal, state, and local governments, in partnership with private sector organizations, to reduce juvenile violence and victimization. This bulletin summarizes the accomplishments of council member agencies in meeting one of the Action Plan's eight objectives and numerous related action steps. It focuses on objective five, breaking the cycle of violence by addressing youth victimization, abuse, and neglect. Following the organization of the Action Plan, Section 1 presents recent data on juvenile victimization and compares it with data in the Action Plan. Section 2 discusses victimization trends. Section 3 discusses effective and promising strategies and programs. Section 4 provides updated information on federal programs since 1996. Lists of sources of additional information are included. (Contains 22 references.) (JDM)

ED 459 404 CG 031 452

Chandler, Cynthia

Animal-Assisted Therapy in Counseling and School Settings. ERIC/CASS Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Counseling Techniques; Counseling Theories; Elementary School Students; Elementary Secondary Education; Emotional Response; *Interpersonal Communication; *Pets; *School Counseling; Secondary School Students; Therapy; Trust (Psychology)

IDENTIFIERS- Cats; Dogs; ERIC Digests; *Pet Therapy

The integration of animal-assisted therapy into clinical psychology is a growing phenomenon. These "co-therapists" may be of assistance to counselors when working with withdrawn and children are encouraged to learn independently, and when teachers, parents, and communities work together to build optimal environments for that learning, children's success in reading and writing can be expected. (NKA)

ED 459 425 CS 014 543

Brynildssen, Shawna
Highlights of Reading Research in the Labs and Centers of the U.S. Department of Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC/REC Digest number D167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Development; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Preschool Education; *Reading Research
IDENTIFIERS- ERIC Digests; *National Research and Development Centers; Office of Educational Research and Improvement; *Regional Educational Laboratories

The U.S. Department of Education's Office of Educational Research and Improvement (OERI) promotes excellence and equity in education by conducting research and demonstration projects, collecting statistics, disseminating information, and providing technical assistance to those working to improve education. OERI supports two major research and development programs: the 12 National Research and Development Centers and the 10 Regional Educational Laboratories. This digest reviews a sampling of recent reading-related research and development initiatives being conducted by the Labs and Centers. The digest first looks at the National Research Center on English Learning and Achievement's (CELA) studies on how the various components of curriculum can work together to support higher literacy levels in elementary and secondary school students. It then examines several research initiatives underway at the Center for the Improvement of Early Reading Achievement (CIERA), including a comparison of the effects of three phonics programs on decoding and the ability to read connected text, and a study of how watching "TV stories" can prepare non-reading preschoolers for later reading comprehension. The digest notes that the North Central Regional Laboratory (NCREL) has a long-term professional development program to improve reading at all grade levels by helping teachers take a strategic approach to reading and teaching. Also discussed are projects at the Southwest Educational Development Laboratory (SEDL) and at the Northeast and Islands Regional Educational Laboratory. (NKA)

ED 459 426 CS 014 544

Edlger, Marlow
Assessing the Student Teacher as a Reading Teacher.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Mentors; Primary Education; *Reading Attitudes; *Reading Instruction; *Reading Teachers;

DESCRIPTORS- Bibliographies; Class Activities; *Critical Reading; *Discussion (Teaching Technique); Intermediate Grades; Learning Activities; Middle Schools

IDENTIFIERS- Critical Literacy; *Multicultural Literature; *Multiethnic Literature

Although children often receive classroom opportunities to retell and summarize information, they must also learn how to critically examine what they read. Critical reading of multiethnic literature helps children develop understanding, respect, and value for the diverse cultures and people in the world. This paper discusses the value of integrating critical reading and discussion activities with multiethnic literature. The paper uses simulations of three critical literacy activities which were selected because they are effective for teaching critical thinking in intermediate and middle grades. The paper's first activity involves teaching students to ask their own questions about the social assumptions authors used when composing their texts, while the second activity, "Inquiry Charts," provides a visual display of information that is gathered from several sources, and the third activity, "Dialogic Thinking," is a discussion strategy that helps students understand different points of view about a topic. Includes a bibliography of 81 selected works of multiethnic literature. (Contains sample activity charts for 4 activities.) (NKA)

ED 459 446 CS 014 585

Collins, Kathleen M. T.; Onwuegbuzie, Anthony J.

Levels of Reading Comprehension and Reading Vocabulary among Graduate Students.

PUB DATE- 01

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Comparative Analysis; Higher Education; *Reading Achievement; *Reading Comprehension; Student Characteristics

The purpose of the present investigation was to examine graduate students' reading comprehension and reading vocabulary, by comparing scores of graduate students on a standardized reading test to scores obtained by a large normative sample of undergraduates. Participants were 59 graduate students from various disciplines, enrolled in three sections of an introductory-level educational research course at a southeastern United States university. These students were administered the Nelson-Denny Reading Test (NDRT)-Form G. Findings revealed that the graduate students had higher scores on the reading comprehension portion of the NDRT than did a normative sample of 5,000 undergraduate students from 38 institutions. Similarly, the graduate students had higher scores on the reading vocabulary portion of the NDRT than did the normative sample. (Contains 16 references.) (Author/RS)

ED 459 447 CS 014 587

Cury, Janice

Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 2001.

PUB DATE- 01

Department.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); *Critical Viewing; *Drama; Interdisciplinary Approach; Learning Activities; Secondary Education
IDENTIFIERS- Film Viewing; *Merchant of Venice; *Othello; Shakespeare (William)

William Shakespeare has influenced most, if not all, Western playwrights. His techniques, themes, characters, and plots are contained in much of what is produced today, from television to Broadway. This teacher's guide provides summaries of the plays "The Merchant of Venice" and "Othello," essays, and corresponding student activities. The summaries can be used to introduce students to the plays before they watch the films, as well as for reference after viewing. The essays will help students gain background information and put the plays into context. The first essay, "Adapting Shakespeare," explores the timelessness of Shakespeare's themes, as well as the pros and cons of adapting his works, and the accompanying activities help students compare and contrast the adaptations. The second essay, "On Race and Religion," examines the portrayal of these controversies in the "Merchant of Venice" and "Othello," and the activities invite students to examine these issues further. The final section, "The Filmmaker's Vision," asks students to investigate the cinematic techniques and choices used in making tne films. The guide suggests that these two plays offer excellent possibilities for team teaching in literature, history, social studies, and media studies. (NKA) books. (NKA)

ED 459 466 CS 217 770

A Teacher's Guide for "Anna Karenina."
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classics (Literature); *Critical Viewing; Cultural Context; *Films; Learning Activities; *Novels; Russian Literature; Secondary Education; Television Viewing
IDENTIFIERS- Adaptation Concept; *Anna Karenina; Film Viewing; *Tolstoy (Leo Nikolayevich)

In 1870, after the successful publication of "War and Peace," Leo Tolstoy began imagining a story about a high-born society woman, "Anna Karenina," who destroys her life by having an adulterous affair. By presenting his adulteress as a sympathetic character, Tolstoy aimed to expose injustices in such Russian institutions as government, urban aristocratic society, and the Russian Orthodox Church. He also intended to portray his own ideal of a meaningful life. This teacher's guide contains strategies for viewing and suggests pre-viewing and post-viewing activities and discussion topics for the two-episode television film of "Anna Karenina," as well as background and biographical material. The guide offers an essay, "Tolstoy: Life as Russian History" about the author's life and another essay, "The Woman Question," about the situation of women in 19th-century Russia. It also presents a section, "Looking at Film," which outlines the process and problems of turning a novel into a screenplay, and which can be comparative reference and nominal substitution? and (5) Why is Conversation Analysis (CA) potentially very important when analyzing cohesive devices in conversation? The paper proposes that, based on data from conversation, the most frequent grammatical function of "same" in conversation is adjectival within a nominal group with a Head noun and not, as Halliday and Hasan's account suggests, occurring alone in an elliptical noun head in a nominal group. It calls for more work to be done in terms of linking a conversation analytic framework with issues and concerns in cohesion analysis. Selected transcript from "The Nixon Watergate Tapes" (1974) is appended. (NKA)

ED 459 486 CS 510 701

Nilsen, Don; Nilsen, Alleen
Intentional and Unintentional Afghan Humor: "Local Logic" at Its Best. Revised.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Cultural Differences; Foreign Countries; *Humor; Intercultural Communication; *Islamic Culture; Non Western Civilization; *Personal Narratives
IDENTIFIERS- *Afghanistan; Daily Activities; *Personal Experiences; Visiting Scholars

This paper tells the story of its authors' living and teaching experiences in Afghanistan from 1967 to 1969. The paper explains that "Don" taught at Kabul University, "Alleen" taught at the American International School of Kabul, and their three young children were in elementary school. It describes their day-to-day activities and relates their sometimes unusual experiences and adventures in such an exotic place. It also focuses especially on the Afghan sense of humor and sense of play. (NKA)

ED 459 487 CS 510 704

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). History Division.
PUB DATE- 01
NOTE- 472p.; For other sections of the 2001 proceedings, see CS 510 705-724.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; *Censorship; Court Litigation; Higher Education; *Journalism Education; *Journalism History; Mass Media Role; Newspapers; Presidential Campaigns (United States); Programming (Broadcast); Propaganda; Television; World War II
IDENTIFIERS- *Citizen Kane; Eighteenth Amendment; Japanese Relocation Camps; Kansas; New York Sun; Public Journalism; Television News; Womens Suffrage

The History section of the proceedings contains the following 15 selected papers: "Attacking the Messenger: The Cartoon Campaign against 'Harper's Weekly' in the Election of 1884" (Harlen Makemson); "Fact or Friction: The Research Battle behind Advertising's Creative Revolution, 1958-1972" (Patricia M.

Coulson, and Hiromi Cho); "Managing Internet-Delivered Radio: New Markets, New Revenue, New Operations Issues" (Cheryl L. Evans and J. Steven Smethers); "Different Voices, Same Script: How Newsmagazines Cover Media Consolidation Issues" (Bryan Greenberg); "Content Differences between Daily Newspapers with Strong and Weak Market Orientations" (Randal A. Beam); and "Impact of Context Effects on Evaluation of New Shows in Lead-In/Lead-Out Context" (Jack C. C. Li and Jaemin Jung). (RS)

ED 459 507 EA 031 446

Webb, Julie
Those Unschooled Minds: Home-Educated Children Grow Up. The Educational Heretics Series.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Home Schooling; *Interviews; *Life Satisfaction; *Quality of Life
IDENTIFIERS- *England

The widespread acceptance of home schooling has persisted long enough to address the question of how well home-schooled children do later in life. In this book, 20 interviews investigate the long-term effects of home schooling in Britain. In the 1980s, the author conducted interviews with several of the same students, when most were teenagers being home schooled. For this document, all interviewees were asked about their current circumstances, the advantages and disadvantages of their education, the educational philosophies of their parents, the reasons their parents gave for preferring home education, their perception of any time they spent in public school, their family's way of life, how much the student was involved in the choice of home education, how the local educational authorities reacted to the choice, and whether they would home school their own children. Most were located through individual or family membership in Education Otherwise, a home-schooling organization. All those interviewed were leading normal social lives as adults, and the vast majority had no problems making friends out of school or at college. There was great variety in work undertaken, with a slight bias toward caring and creative areas. An appendix of useful organizations and an index are provided. (Contains 20 references.) (RKJ)

ED 459 508 EA 031 447

Goldberg, Mark F.
Profiles of Leadership in Education.
PUB DATE- 00
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authors; *Educationally Disadvantaged; Elementary Secondary Education; Graduate Study; Higher Education; *Interviews; *Leaders; Undergraduate Study

Nineteen well known figures, with a common interest in disadvantaged learners, are interviewed. Many are respected members of educational institutions with expertise in teacher unions, undergraduate education, school reform, achievement gaps, research universities, preschool education at home, and instilling basic American values; modernizing school buildings and helping support school construction; opening doors of college to all who work hard and make the grade, and making the 13th and 14th years of education as universal as high school; helping adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant; and connecting every classroom and library to the Internet by the year 2000 and helping all students become technologically literate. (RT)

ED 459 528 EA 031 478

U.S. Department of Education, Office of the Inspector General
Semiannual Report to Congress, April 1-September 30, 1999.
PUB DATE- 99
NOTE- 47p.; For the previous semiannual report, see ED 432 065.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Administrative Problems; Court Litigation; Elementary Secondary Education; Federal Aid; Federal Courts; Federal Government; Federal Legislation; *Federal Regulation; Government Publications; *Institutional Evaluation; Money Management; Postsecondary Education
IDENTIFIERS- *Department of Education

The Office of Inspector General (OIG) continues to focus its energies on some of the significant challenges facing the U.S. Department of Education. It completed implementation and end-to-end testing of its internal systems for Y2K compliance, though it could not ensure compliance of its trading partners. The OIG advised the Department as it developed a sound and integrated information-technology architecture. The OIG also found that the Department needed to improve its contract-monitoring oversight and recommended corrective actions. The Department's new accounting system poses problems, including its inability to perform a year-end closing process, resulting in auditors not being able to express an opinion for fiscal year 1998. The OIG is working with the Department to resolve these problems. Issues regarding student financial assistance were examined, such as inappropriate discharge of student loans, eligibility, default, and refund fraud, and cost-study follow-ups. Schoolwide programs now allow schools to use federal funds for whole-school improvement projects instead of specific programs. Concluding charts include reporting requirements, Inspector General's reports with questioned costs and recommendations for better use of funds, a list of unresolved reports prior to April 1, 1999, cumulative prosecutive actions, and a statistical profile for April 1-September 30, 1999. (RT)

ED 459 529 EA 031 479

Gray, Karen; Sinclair, Beth
Report on State Implementation of the Gun-Free Schools Act: School Year 1998-99. Final. Report .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 89p.; For School Year 1998-99 Final Report, see ED 433 599.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Expulsion; *Federal State Relationship; Government Publications; *Gun Control;

Educational Objectives; Student Evaluation; *Teaching Methods; *United States History; Vietnam War; World War II

This teacher's and student's guide is part of a series of content-centered packages of supplemental reading, activities, and methods adapted for students who have disabilities. Parallel Alternative Strategies for Students (PASS) materials are designed to help these students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. This guide is intended for teachers and students of American history and covers the time period from 1924 to the present. The content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. It is divided into 11 units of study that correspond to the social studies strands. Each unit in the teacher's guide contains: a description of the unit focus, suggestions for enrichment, an assessment, and an answer key. The teacher's guide appendices include instructional strategies, teaching suggestions, inclusion suggestions, and a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 30 references.) (CR)

ED 459 548 EC 308 735

Shaw, Stan F.; Scott, Sally S.; McGuire, Joan M.
Teaching College Students with Learning Disabilities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest E618. Adapted from the author's book "Principles of Universal Design for Instruction" (2001), Center for Postsecondary Education and Disability, University of Connecticut.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; Compliance (Legal); Educational Principles; Higher Education; Inclusive Schools; *Instructional Design; *Learning Disabilities; *Teaching Methods; *Teaching Models
IDENTIFIERS- ERIC Digests; *Universal Design

This digest summarizes the issues involved in the instruction of college students with learning disabilities and offers a practical approach to teaching these students. It notes first that disability law at the college level is not as prescriptive as that for the elementary secondary level. Since the instructional climate in higher education is changing toward an increased emphasis on pedagogy, the digest suggests the Universal Design for Instruction (UDI) model as appropriate for serving these students. It briefly explains each of the nine principles of UDI: (1) equitable use, (2) flexibility in use, (3) simple and intuitive instruction, (4) perceptible information, (5) tolerance for error, (6) low physical effort, devices and services, audiology, counseling services, medical services, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation services, rehabilitation counseling services, school health services, social work services, speech-language pathology services, and transportation. Part 3 discusses how school districts provide children with disabilities with related services, how service are coordinated, and how services are funded. The last part reviews related services eligibility under Section 504 of the Rehabilitation Act of 1973. A list of relevant articles, books, and organizations is provided. (Contains 23 references.) (CR)

ED 459 568 EC 308 756

Report of the Commissioner's Task Force on Speech and Language Services.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; Degree Requirements; Elementary Secondary Education; Eligibility; Language Impairments; *Minimum Competencies; Professional Education; Professional Personnel; Qualifications; Rural Areas; *Rural Schools; *Speech Impairments; *Speech Language Pathology; *Speech Therapy; Standards; *State Regulation
IDENTIFIERS- *Florida

In 1991, Florida passed legislation requiring a master's degree as the professional standard for certification to provide speech and language services in Florida's public schools. The purpose of this rule was to establish certification consistent with American Speech-Language-Hearing Association standards. However, since that time, the insufficient number of master's-level professionals available to provide services to students with speech and language disabilities in the public schools has been a growing concern. Of particular concern is the shortage of these professionals in Florida's sparsely populated districts. This report contains recommendations from a task force appointed by the Commissioner of Education to address the speech-language service needs of these districts. The task force recommends the adoption of two State Board of Education rules to allow bachelor's-level speech and language personnel to provide services to school districts that qualify for the sparsity supplement under the Florida Education Finance Program, with a limited scope of practice under the direction of a master's-level speech and language pathologist. Appendices include a list of districts eligible for the sparsity supplement for 2000-2001, appointment correspondence and task force membership list, current Florida State Board of Education Rules and Statues, and task force meeting agendas, minutes, and meeting handouts. (CR)

ED 459 569 EC 308 757

Weiss, Julie
Providing Safe Health Care: The Role of Educational Support Personnel.
PUB DATE- 96
NOTE- 54p.; Published by the NEA Office of Educational Support Personnel and the National Center for Innovation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Eley, Charles, Ed.
High Performance Schools Best Practices Manual. Volume I: Planning and Volume II: Design and Volume III: Criteria.
SPONS. AGENCY- Collaborative for High Performance Schools, CA.
PUB DATE- 01
NOTE- 651p.; Version 1.0.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Elementary Secondary Education; Energy Management; *Guidelines; *Public Schools; *School Effectiveness
IDENTIFIERS- *California

This three-volume manual, focusing on California's K-12 public schools, presents guidelines for establishing schools that are healthy, comfortable, energy efficient, resource efficient, water efficient, secure, adaptable, and easy to operate and maintain. The first volume describes why high performance schools are important, what components are involved in their design, and how to successfully navigate the design and construction process of such schools. The second volume contains design guidelines for high performance schools. These guidelines are tailored for California climates and are written for the architects and engineers who are responsible for designing schools and the project managers who work with the design teams. Volume 2 is organized by design disciplines, and it addresses specific design strategies for high performance schools. Volume 2's appendix contains data and guidelines on job-site specifications, information on calculating cost-effectiveness, a field-based thermal comfort standard for naturally ventilated buildings, the energy cost and indoor air quality performance of ventilation systems and controls, a lighting design supplement, and daylighting and fenestration design supplement. Volume 3 presents criteria which explicitly defines a high performance school. The criteria consist of required prerequisites and optional credits for which a school may earn points toward a goal of being a high performance school. (GR)

ED 459 588 EF 005 983

Planning Guide for Secondary School Music Facilities.
PUB DATE- 01
NOTE- 53p.; Version 2.2.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; *Design Requirements; Elementary Secondary Education; Music Education; *Music Facilities

This planning guide focuses on the fundamental requirements for planning and designing school music suites. The guide provides brief explanations of critical factors affecting music suites so that music directors and other stakeholders can more quickly and clearly communicate music area fundamentals to architects and administrators. Topics cover the music suite layout, construction process, acoustics, floor planning, types of storage areas, and music equipment. Also included are tips for at-risk students. (KFT)

ED 459 611 FL 026 995

Byrum, Nancy; Szwilski, Sara; Thompson, Maria
Spanish Immersion Program Curriculum: A Holistic Approach to Second Language Acquisition.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (Boston, MA, November 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; English; Foreign Countries; Grade 3; *Immersion Programs; *Second Language Instruction; Second Language Learning; *Spanish
IDENTIFIERS- Content Area Teaching; Fayette County Public Schools KY; *Two Way Bilingual Education

This document is a comprehensive two-way Spanish immersion third grade curriculum. The paper highlights the Maxwell Elementary Escuela de Inmersion de Espanol, Fayette County Public Schools, Lexington, KY. It includes "essential questions," a scoring guide, and detailed instructional sequence guidelines. Detailed ideas are provided for the subjects of reading, writing, mathematics, science, social studies, and Spanish. (KFT)

ED 459 612 FL 026 996

Cohen, Andrew D.; Fass, Lydia
Oral Language Instruction: Teacher and Learner Beliefs and the Reality in EFL Classes at a Colombian University.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; *English (Second Language); Foreign Countries; Higher Education; Interviews; *Oral Language; Participant Observation; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; Student Evaluation; Tables (Data); *Teacher Attitudes; Teacher Researchers; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Colombia

This paper presents the results of the work of nine teacher researchers who took an in-depth look at instructional practices and beliefs about oral language and its assessment. There are three sets of research questions: (1) How do teachers and students believe oral instruction should be handled in the classroom and to what extent do the beliefs that teachers have about students' oral production in the classroom and the students' own beliefs match the reality? (2) How are teachers using the required materials for oral language production? and (3) How do teachers assess students orally? Forty teachers and 63 students at all levels of a Colombian university's adult English program participated in this study. It was found that both teachers and students generally believed successful oral production was based on accuracy. Teachers' believed instruction was more student-centered, which was inconsistent with their actual classroom practice. Consistent with student beliefs, student evaluation was in fact accuracy-based. The

PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *English (Second Language); Listening Skills; Literacy; *Music; Oral Language; Second Language Instruction; Second Language Learning; Skill Development; *Songs; *Teaching Methods; Vocabulary Development
IDENTIFIERS- ERIC Digests

Music can be used in the adult English-as-a-Second-Language (ESL) classroom to create a learning environment; to build listening comprehension, speaking, reading, and writing skills; to increase vocabulary; and to expand cultural knowledge. This digest looks briefly at research and offers strategies for using music in the adult ESL classroom. Specifically highlighted are using songs in instruction and strategies to use with songs, including listening and oral activities, reading and writing activities, vocabulary building activities, and cultural knowledge activities; and selecting music. (Contains 10 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/VWL)'

ED 459 635 HE 034 523

Mazzoli, Andrew Joseph
Faculty Perceptions of Influences on the Curriculum in Higher Education.
PUB DATE- 00
NOTE- 153p.; Doctoral Dissertation, University of South Carolina.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Faculty; *Curriculum Development; Educational Trends; Higher Education; *Influences; Institutional Characteristics; *Teacher Attitudes; Teacher Characteristics

This study was conducted to study faculty perceptions of the influence of groups outside the faculty on the curriculum in higher education and to determine whether perceptions of influence are contingent on institutional type and selected faculty characteristics. The faculty of two master's degree granting liberal arts colleges and two community colleges were surveyed (n=489) to determine faculty perceptions of the influence of students, college administration, government, the public, employers, licensing agencies, and professional organizations on the curriculum. Descriptive statistics were used to examine trends. Regression was used to determine if age or number of years in higher education was significant. Chi-square was used to determine the contingency of the faculty characteristics and institutional types examined. Influence on content and courses offered were used as indicators for the larger idea of curriculum. A return of 65.6% (n=321) of technically valid responses was adequate for statistical analysis. Overall, faculty answered that they have "heavy" to "total" influence on courses offered and even more influence on course content. Faculty most frequently perceived a "moderate" to "light" amount of influence of outside groups on the curriculum as a level that is "about right." Chi-square analysis of faculty perceptions of the influence of many of the outside groups is contingent on institutional type, academic discipline or field, academic rank, and tenure. Overall, for the New Economy--Reskilling and Retraining a Global Workforce," are: (1) "Industry-Based Education and Training in the Vietnamese Banking Sector: Development, Delivery, and Evaluation" (John Pidgeon and Patricia Di Virgilio); (2) "Global Student Services" (Ruth Markulis); and (3) "SunTAN: A Four-Year Education in Training a Global Sales Force" (Jerry Neece). In the second section, "The Various Modes of Transnational Education from On-line to On-the-Ground," are: (4) "The Librarian: An Essential Link in Programme and Curriculum Development" (Martha Peach); and (5) "Study Materials and Teaching Methods in Open and Distance Learning Systems" (Raquel Reis). The third section, "The Future of Borderless Education in a Third Wave World," contains: (6) "Preparing Young People for Success in the New Quality Century" (John Jay Bonstingl); (7) "Attributes of a Global Seminar as a Change Agent for Higher Education" (H. Dean Sutphin); and (8) "The Globalization of Scottish Universities" (Steven Beere). Section 4, "Transnational GATE Principles and Models for Transnational Educational Partnerships," contains: (9) "Trends in Transnational Education" (Pamela Pease); (10) "Developing Quality Assurance Systems in African Universities: Implications for Transnational Education" (G. O. S. Ekhaguere); (11) "'And What about the Student?' Incorporating Student Expectations into the Delivery and Evaluation of Transnational Education" (Ruben Chitsika); and (12) "Learning Partnerships in Africa: Commercial Transactions or Reciprocal Exchanges" (Maria A. Beebe). The final section, "Standards for Quality Assurance in Distance Education," includes: (13) "Quality Assurance for Distance Education: (Sally M. Johnstone); (14) "A Case Study of Accreditation Standards: Spain and the United States of America" (Leslie Croxford); (15) "Distance Education Quality Standards in Hungary" (Judit Borzsak); (16) "Quality Assurance in Off-Shore Provision: Some British Lessons Worth Learning" (Geoffrey Alderman); and (17) "International Standards in Open and Distance Learning: How Can Professional Networks Increase Quality Gain?" (Erwin Wagner). Each paper contains references. (SLD)

ED 459 658 HE 034 550

McMillin, Linda A., Ed.; Berberet, William G., Ed.
A New Academic Compact: Revisioning the Relationship between Faculty and Their Institutions.
PUB DATE- 02
NOTE- 235p.; Foreword by R. Eugene Rice.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *Educational Administration; Higher Education; *Professional Development; Teacher Administrator Relationship; *Teacher Role

The chapters of this collection highlight the Associated New American Colleges' Faculty Work Project as they examine the call for redefining faculty roles and institutional relationships. The goal of the Project has been to lay the conceptual groundwork for bringing educational practices into alignment with the institutional mission. In the first section, "The Compact," the chapters are: (1) "A New Academic Concept" (Jerry Berberet); (2) "Professional Development across the Faculty Career: An Engine for Implementing a New Faculty-Institutional Compact" (Faculty Development/Career Stages Working Group, Marion Terenzio, Group Coordinator); (3) "Faculty as Institutional Citizens: Reconceiving Service and Governance Work" (Service/Governance Working Group, Lawry services, but staff members were mainly concerned about adequate training in the use of new software and technology. The paper discusses the implications of survey findings for student affairs professionals and student affairs research offices, which are often one-person offices with minimal budgets and multiple responsibilities. (Contains 8 tables and 17 references.) (SLD)

ED 459 678 HE 034 584

Halonen, Jane S.
Beyond Sages and Guides: A Postmodern Teacher's Typology.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *College Faculty; Higher Education; *Postmodernism; *Teacher Characteristics; *Teaching Styles
IDENTIFIERS- Hall (G Stanley)

The primary theme of this paper is that teaching at the college level has changed in the postmodern era in ways that make it necessary to consider a richer classification than the popular dichotomy of "sage on the stage" or "guide on the side." The career of G. Stanley Hall is discussed as an example of a teacher who would be considered more of a sage than a guide. In contrast, the teaching of Harry Kirke Wolfe was more that of a guide than a sage. The risk of simplifying teachers into lecturers and non-lecturers is explored, noting that faculty present themselves in many ways in the postmodern era. The characteristics that constitute effective classroom practice are discussed and grouped into the four clusters: (1) expressive personality factors; (2) behaviors that show receptivity to students; (3) pedagogical practices; and (4) physical characteristics. The paper concludes with examples of successful college teachers who break traditional rules of teaching effectiveness to great advantage. (SLD)

ED 459 679 HE 034 585

Green, Kenneth C.
Campus Computing, 2001: The 12th National Survey of Computing and Information Technology in American Higher Education.
PUB DATE- 01
NOTE- 38p.; Part of the Campus Computing Project. For the 11th National Survey, see ED 451 744.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Colleges; *Computer Uses in Education; *Educational Technology; Higher Education; *Institutional Characteristics; Internet; Personnel Selection; Surveys; *Technological Advancement
IDENTIFIERS- Access to Computers

The 2001 Campus Computing Survey, the 12th such survey, is the largest continuing study of the role of computing and information technology in U.S. higher education today. The survey results in this report summarize data from 590 two- and

IDENTIFIERS- America Online; ERIC; Lycos; *Search Engines; Web Sites; Yahoo

Keyword and text string searches of online library catalogs often provide different results according to library and database used and depending upon how books and journals are indexed. For this reason, online databases such as ERIC often provide tutorials and recommendations for searching their site, such as how to use Boolean search strategies. Using Internet search engines to conduct research is an even more problematic task than searching online library catalogs. This paper focuses on conducting an effective search of the Internet using several popular Internet search engines. A keyword search was conducted using Excite, Yahoo, AOL. Lycos, Alta Vista and Google search engines with the same search query string, "substance abuse research," used each time. A follow-up query of ERIC was conducted using the same search terms, keeping in mind that ERIC searches yield results only for published articles in journals (including electronic journals) or published by one of the ERIC Clearinghouses. An annotated list of sites that resulted from the keyword search of "substance abuse research" by AOL, Yahoo, and Lycos is provided. The paper concludes that results of queries of search engines may be influenced by the following: content of the pages; hypertext markup language authoring skills of the Web author; design of the search engine's Web site rating method; registration of the site with search engines; selection of keywords used in the search; number of pages on the Web site and number of times the keywords appear; and intended audience and purpose of the Web site. (Author/AEF)

ED 459 697 IR 021 056

Capraro, Robert M.; Capraro, Mary Margaret; Lamb, Charles E.
Digital Video: Watch Me Do What I Say!
PUB DATE- 01
NOTE- 28p.; Paper presented at the Consortium of State Organizations for Texas Teacher Education (Corpus Christi, TX, October 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Technology; Higher Education; Instructional Materials; *Interactive Video; *Lesson Plans; Material Development; *Metacognition; Methods Courses; *Preservice Teacher Education; *Professional Development; *Teaching Methods
IDENTIFIERS- Digital Technology

This paper establishes a use for digital video in developing preservice teacher metacognition about the teaching process using a lesson plan-rating sheet as a guide. A lesson plan was developed to meet the specific needs of the methods instructors in a professional development program at a large public institution. The categories listed on the lesson planning document are: Instructional Objectives; State Objectives; Materials; Background Information; Learning Environment; Focus; Teaching Procedure; Explanation and Practice; Elaboration; Closure; and Assessment. After a semester of using the document, several of the methods instructors believed that preservice teachers were not successfully engaging in lesson planning and not displaying thought processes conducive to cogent, sequential, and organized lesson development. This need precipitated the development of a lesson plan-rating sheet. The drawn from this analysis. (Contains 28 references, 9 tables, and 7 footnotes.) (MES)

ED 459 716 IR 058 210

Farmer, Lesley
Information Literacy: A Whole School Reform Approach.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Action Research; Case Studies; High Schools; *Information Literacy; *Information Skills; Inservice Teacher Education; Library Role; Models; Teacher Developed Materials; Teacher Role
IDENTIFIERS- Information Power (AASL AECT)

This paper presents an action research case study that provides a model for implementation of information literacy standards. The first section is a brief overview of action research. The second section provides demographic background on Redwood High School (California), the site of the action research. The paper then discusses the need for information literacy action research. The next section addresses determining information skills. Following this, assessing present skills levels, including a list of specific areas that needed work is explored. The sixth section identifies tasks to best meet the study's goals. Next, a description is given on the development of the following research products by the library media teacher: standardized bibliographic stylesheets; research process and product rubrics; a research handbook; and a library research World Wide Web page. The eighth section discusses teacher education and coordination, consisting of faculty in-service workshops. The paper then provides an assessment of the results of the project. The final section evaluates the impact of the action research. (Contains 10 references.) (MES)

ED 459 717 IR 058 211

Eyre, Gayner
The Role of Works of Imagination in Preparing Young People for the Information Society.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Childrens Literature; Elementary Secondary Education; Foreign Countries; *Imagination; *Information Literacy; *Information Skills; Library Role; Public Libraries; *Reading Skills; School Libraries; World Wide Web
IDENTIFIERS- Australia; *Electronic Resources; United Kingdom

This paper examines the place of reading in the acquisition of information capability among young people and considers the extent to which this is nurtured and aided by works of the

the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Bibliographies; Cooperative Programs; Foreign Countries; *Government Publications; Higher Education; Library Services; National Libraries; World Wide Web
IDENTIFIERS- Legal Deposit; National Bibliographic Service; *National Bibliographies; Swaziland

This paper explores the evolution of the Swaziland National Bibliography (SNB), noting its roots in international resolutions on national bibliographies and legislation bestowing legal depository status on the University of Swaziland Libraries and the Swaziland National Library Service. It is observed that since publication of the first issue in 1977, currency, accessibility, coverage, and quality are recurring challenges, while the strain on human resources continues to pose a threat to SNB production. It is argued that in recent times, partnerships within the Swaziland information system and with printers and stakeholders, sustained publication, applied research, responsive administrative systems and routines, dedicated funding, another technical and human interventions have gradually produced modest improvements. It is further noted that there is still room for the SNB to improve itself. The paper concludes that the key to excellence lies in: comprehensive and programmed implementation of international recommendations, intensification of interest in gray literature in all its formats; continuous development of the SNB into a refined World Wide Web portal to Swaziland's published heritage; and a complimentary Swaziland thesaurus sensitive to the content of Swazi culture, traditions, and lexicon. (Author/MES)

ED 459 738 IR 058 232

Zumer, Maja
Licensing Issues for Central and Eastern European Libraries.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Consortia; *Electronic Publishing; Foreign Countries; Guidelines; Information Technology; Library Associations; Library Cooperation; *Library Services; Professional Development
IDENTIFIERS- *Electronic Resources; Europe (Central); Europe (East); International Federation of Library Associations; *License Agreements

This paper outlines the challenges that CEE (Central and Eastern European) librarians have met and some of their solutions. The introduction presents two examples of guidelines for the licensing of electronic information: the IFLA (International Federation of Library Associations and Instructions) licensing principles and the TECUP (Testbed implementation of the European Copyright User Platform framework) Memorandum of information technology department, and Metroversity (i.e., a consortium of academic institutions to support higher education and workforce development). The fourth section briefly notes a partnership with General Electric Appliance Park. The fifth section discusses partnership with other libraries, including initiatives related to professional education, managerial training, and information literacy training. The sixth section mentions the Kentucky Virtual Library, a statewide library partnership. (MES)

ED 459 759   IR 058 253

McEathron, Scott R.; McGlamery, Patrick; Shin, Dong-Guk; Smith, Ben; Su, Yuan
Naming the Landscape: Building the Connecticut Digital Gazetteer.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; *Geography; Information Retrieval; *Information Systems; Information Technology; *Maps
IDENTIFIERS- Connecticut; Digital Data; *Geographic Information Systems

This paper provides background on building the "Connecticut Digital Gazetteer." The paper begins by describing primary research initiatives, including a 1998 workshop convened by the National Academy of Science's Mapping Science Committee to build a national vision of a geolibrary and a 1999 workshop at the Smithsonian Institution to study digital gazetteers. The definition and scope of digital gazetteers are also addressed. The paper then describes building the Connecticut Digital Gazetteer, including technical considerations, identifying spatial extents of populated places, the Connecticut History Online (CHO) project, mapping the CHO database, accessing CHO through a spatial interface, and the metadata framework. (Contains 12 references.) (MES)

ED 459 760   IR 058 254

Greenstein, Daniel
Shared Challenges and in a Networked Cultural Space.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Cultural Background; *Electronic Libraries; *Information Technology; Library Role; *Library Services; *Museums; Professional Development; Strategic Planning
IDENTIFIERS- Information Infrastructure

This paper supplements a previous paper that reported on a tour of leading U.S. research libraries that are investing significantly in and have significant experience with innovative online collections and services. The previous paper

IDENTIFIERS- Africa (Sub Sahara); *Digital Data

The government is the largest collector and disseminator of records and documents in Sub Saharan Africa. Traditionally, the bulk of the information has been paper-based. The advent of information technology brought about digital formats. Plans for ensuring the survival of digital information are inadequate. In fact, instances have been reported whereby vital digital information has been lost as a result of obsolete technologies. Three major issues associated with managing digital documents that need to be addressed are: (1) the media is unstable compared with traditional information carriers such as paper or film; (2) access to digital information is dependent on machines and software; and (3) electronic data deteriorate over time, especially when not compliant with generic document standards. Strategies for managing digital documents over time in order to ensure that they are retrievable and usable must be developed. Skills development and collaboration with countries that have made advances in digital preservation will also be decisive. (Contains 27 references.) (Author/MES)

ED 459 781 IR 058 276

Rodriguez, Adolfo
The Digital Divide: The View from Latin America and the Caribbean.
PUB DATE- 01
NOTE- 18p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Figures contain very small and illegible type. The text of some of the tables is in Spanish.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Comparative Analysis; Foreign Countries; *Information Technology; *Internet; Tables (Data); *Technological Advancement; Users (Information)
IDENTIFIERS- *Access to Technology; Africa; Caribbean; Digital Divide; Electronic Resources; Latin America; Mexico; Technological Infrastructure; Technology Utilization; United States

This paper discusses the digital divide from the perspective of Latin America and the Caribbean. Highlights include: new issues that make access to electronic resources difficult for users; differences in technological infrastructure among countries; how Internet users are distributed worldwide; Internet access in Africa; the number of students per computers and number of schools with Internet access in 50 U.S. states; percentage of U.S. citizens using the Internet by race; reasons why people quit using the Internet; the online racial divide in the United States; and the digital divide in Mexico, including statistics on computer use. (Contains 16 references.) (MES)

ED 459 782 IR 058 277

Witt, Maria
Section on Cataloguing: Report of the Activities, 2000-2001.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English

*Educational Change; Foreign Countries; Higher Education; *Information Science Education; *Information Technology; *Internet; Library Schools; *Library Science; School Surveys; Tables (Data); Teacher Surveys
IDENTIFIERS- Technological Change; Thailand

This paper looks at how the Internet has impacted library and information science (LIS) schools in Thailand, focusing on how it has been used and changes in the teaching/learning process, curriculum, and programs. Data were collected by questionnaires sent to 146 academic staff in 16 LIS schools, interviews with 16 heads of LIS schools, and curriculum analysis. Results show that LIS schools are keeping up with changes in information and communication technology. Some of them are changing the names of the programs to information studies, information science, and information management. The data also indicate correlation between the program names, the number of courses and credits in information technology and Internet, and information technology support from parent universities. The visions or goals of the schools were found to correlate with information technology and Internet support. The Internet is already used in the LIS curriculum in the teaching/learning process, and its contents are taught as a part of subject content in LIS courses, especially in information service, information resource, and information storage and retrieval areas. However, the use of Internet in the teaching/learning process of academic staff shows significant correlation with their age, knowledge, skill, and experience in using computers and the Internet. Strategies are suggested to ensure that LIS schools in Thailand and other developing countries can continue to meet the challenges posed by increasing use of information technology and the resulting globalization. (Contains 27 references.) (Author/MES)

ED 459 802 IR 058 297

Amenu-Kpodo, Norma
Can "Twinning" Be Applied Effectively to Small Library Associations?
PUB DATE- 01
NOTE- 13p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Developing Nations; Foreign Countries; *Institutional Cooperation; International Cooperation; *Library Associations; Role; Surveys
IDENTIFIERS- *Association Role; International Federation of Library Associations

Based on an informal survey of 26 small national library associations, this paper examines "twinning" (i.e., a formal substantive collaboration between two organizations) between library associations in general and with particular emphasis on the small associations' experience. It examines their characteristics and discusses the perceived benefits and challenges such a twinning partnership provides. The paper advances the view that the challenges can be overcome and that there are a set of circumstances that create successful twinning. It ends by discussing the role of small associations in fostering this success and makes recommendations on ways large associations and IFLA/RTMLA (International Federation of Library Associations and Institutions/Round Table on the have begun allowing welfare recipients greater access to postsecondary and vocational education opportunities. Wisconsin is experiencing a severe shortage of skilled workers, and new jobs being created increasingly require levels of education and skill not possessed by the pool of available workers. Current W-2 policies are not helping the situation because they do not facilitate expansion of the skilled workforce. With only a small fraction of Wisconsin's former welfare caseload left in W-2, the program's population consists of participants with major, multiple obstacles to self-sufficiency. Research has repeatedly shown that the most effective welfare-to-work programs are those with a flexible, individualized approach that mixes job search, education, job training, and work in support of a specific employment goal. By altering W-2 to incorporate this approach, Wisconsin policymakers can help ensure welfare recipients' long-term labor market success and simultaneously address the state's need for more skilled workers. (MN)

ED 459 312 CE 080 725

People with Disabilities: Confronting Obstacles, Old and New. Working & Poor in Wisconsin.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; *Disabilities; Early Childhood Education; Educational Needs; Educational Opportunities; Eligibility; Employed Parents; Employment Opportunities; Employment Problems; Employment Programs; *Family Caregivers; Family Problems; *Family Work Relationship; Life Satisfaction; Low Income; Policy Formation; Poverty; Poverty Programs; Program Improvement; *Public Policy; State Programs; Statewide Planning; *Welfare Recipients; Welfare Services; Working Poor
IDENTIFIERS- Social Security Disability Insurance; Supplemental Security Income Program; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs; *Wisconsin

It is becoming increasingly clear that "work first" solutions to welfare reform such as Wisconsin Works (W-2) are problematic for families with a disabled parent or child. Wisconsin's existing policies are especially ill-tailored to meet the special needs of the following broad categories of low-income families: (1) W-2 families that include an adult with a disability; (2) families that include a child with a disability, whether the family is in W-2 or not; and (3) people receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI). W-2 caseworkers do not typically have expertise in identifying and assessing disabilities, and W-2's payment system punishes many families attempting to juggle work and their responsibilities as caretakers of a disabled child. Wisconsin's existing policies also discourage many SSI recipients who are able to work from seeking employment. The following are among recommendations for making Wisconsin's policies more responsive to the special needs of families with a disabled member: (1) eliminate 2-year W-2 time limits for individuals with major employment barriers; (2) exempt parents of preschool-age children with disabilities from work requirements; and (3) eliminate the work requirement to receive child care assistance for education for non-W-2 parents on SSI and SSDI. (10 references) (MN)

(Recommendations for European countries are provided. Four appendixes provide information on European countries' policy in the field of guidance, a blueprint for life and work designs, characteristics of Hungarian career guidance, and preparation of career guidance practitioners in the United States.) (Contains 10 references.) (KC)

ED 459 328   CE 082 677

Hyslop-Margison, Emery J.; Welsh, Benjamin H.
Career Education and Labour Market Conditions: The Skills Gap Myth.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; Competence; Competition; Developed Nations; *Education Work Relationship; Educational Benefits; Educational Needs; *Educational Objectives; Educational Policy; Educational Trends; Employment Level; Employment Opportunities; Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Human Capital; Job Skills; Labor Economics; Labor Force Development; *Labor Market; Position Papers; *Relevance (Education); Role of Education; Salary Wage Differentials; *School Effectiveness; Secondary Education; State of the Art Reviews; Technological Advancement; Trend Analysis
IDENTIFIERS- *British Columbia; Neoliberalism; United Kingdom; United States

The rhetoric surrounding career education programs was examined by exploring two questions. The first question was which employment sectors anticipate significant job growth and what skill levels and academic competencies were required to work within those sectors. The second question was whether increasing the level of student knowledge and skill made a difference in addressing the problems identified as the motivation for various skill initiatives in career education programs. The analysis focused on labor patterns in British Columbia. The analysis established that little evidence exists to support the widespread assumption of a growing skills gap separating the academic abilities of students leaving secondary school and the actual competencies required for current and projected employment opportunities. Rather, the major job growth areas in Canada and other industrialized countries appeared to be in low-salaried, low-skill service occupations in the hospitality, food service, and retail sectors. The assumption of many policymakers that a highly skilled labor market protects national competitiveness and that investment in education and training helps form the human capital that is vital to ensuring economic growth and individual advancement and reducing inequality were also concluded to be flawed. Career education was called a reflection of neoliberal ideology. (Contains 29 references.) (MN)

ED 459 329   CE 082 678

Kallianis, Elaine
A Follow-Up Study of Trained Adolescent Students in the Workforce Who Graduated from Robert E. Abbott Accelerated Middle School, Waukegan, Illinois.
PUB DATE- 01
NOTE- 47p.; Master of Science Research Paper, Southern Illinois

Philips Semiconductors, Siemens AG, Telefonica S.A., Thales, and European Information, Communications, and Consumer Electronics Industry Technology Association (EICTA). Supported CEN/ISSS, Convention of National Societies of Electrical Engineers of Europe (EUREL), e-skills NTO, and universities and technical institutions.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; Computer Science Education; Computer Software Development; Demand Occupations; Developed Nations; Engineering Education; Foreign Countries; Futures (of Society); Higher Education; *Information Technology; Job Analysis; *Job Skills; Labor Needs; *Occupational Information; Technology Education; *Telecommunications
IDENTIFIERS- Computer Related Occupations; Europe; Marketing Education

This document describes generic skills profiles relevant to key jobs in information and communications technology (ICT). The profiles cover the main job areas for which the ICT industry is experiencing skills shortages. These types of information are provided for 18 generic job profiles: job description (vision, role, lifestyle); examples of job titles; tasks associated with the job; technology areas associated with the job; type and level of skills; description of career path/future opportunities; the type of person this job would suit; businesses in which jobs of this type are typical; and an interview with an individual employed in this area. The generic job profiles include five in telecommunications (radio frequency engineering, digital design, data communications engineering, digital signal processing applications design, communications network design); five in software and services (software and applications development, software architecture and design, multimedia design, IT business consultancy, technical support); three in products and systems (product design, integration and test/implementation and test engineering, systems specialist), and five in cross sector (ICT marketing management, ICT project management, research and technology development, ICT management, ICT sales management). Appendixes include lists of behavioral skills and definitions and of technical skills and definitions. (YLB)

ED 459 345 CE 082 707

Rogers, Alan; Cohen-Mitchell, Joanie; Manandhar, Udaya
Widening Literacy: A Training Manual for Managers of Adult Literacy Learning Programs.
PUB DATE- 00
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Adult Programs; Case Studies; Developed Nations; Developing Nations; Disadvantaged; Educational Facilities; *Educational Resources; Financial Support; Foreign Countries; Instructional Materials; Learning Activities; *Literacy Education; Partnerships in Education; *Program Administration;

also affects participation in ways that cannot be fully predicted or understood. Learning that is constructivist in nature is not dependent on information/communication technologies or even necessarily made more obtainable by them. (Contains 17 references.) (YLB)

ED 459 361 CE 082 749

Stein, David; Rocco, Tonette S.
The Older Worker. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Age Differences; Age Discrimination; Aging (Individuals); Career Change; *Career Development; Career Education; Employer Attitudes; Job Training; Lifelong Learning; Older Adults; *Older Workers; Organizational Climate; Productivity; Reentry Workers; *Retirement; Retraining; *Staff Development

Although workplaces are searching for ways to increase productivity, older workers asking for increased career development opportunities are neglected by most workplaces. Age alone may not be a defining characteristic of an older worker. Perhaps becoming an older worker is more situational than chronological. Retirement for future older workers is becoming an outdated notion. It may become a self-imposed status determined by the worker rather than an institutional norm. Rather than declining in productivity, older workers are becoming viewed as an asset that should not be neglected by organizations or by society. The trend is toward providing increasing career development opportunities for older workers. The continued skill development of older workers can provide workplaces with a pool of experienced, motivated, and engaged employees in an era in which older adults will comprise a greater proportion of the population. Helping older adults to consider second or even third careers, adjust to new technologies, and modify workplace ecology can become the new realities of the workplace. (Contains 39 references.) (YLB)

ED 459 362 CE 082 751

Clarke, Alan
Assessing the Quality of Open and Distance Learning Materials.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Computer Assisted Instruction; Cost Effectiveness; Definitions; *Distance Education; Educational Quality; *Evaluation Criteria; *Evaluation Methods; Flexible Progression; Foreign Countries; Guidelines; Instructional Effectiveness; *Instructional Material Evaluation; *Instructional Materials; Interviews; Learning Strategies;

infections. Findings from more than 30 studies report that community-based outreach is an effective strategy for reaching the drug-using population and for providing them with the means of a behavior change. The model represents community-based outreach as a primary vehicle for accessing out-of-treatment drug users at risk and eliciting their commitments to HIV/AIDS risk reduction, followed by two sessions of risk-reduction counseling and education. Since the model was designed and tested nationally, it can adapt readily to the specific characteristics and needs of any community. Section 1 presents background information on the development of the model. Section 2 outlines the step-by-step procedures for community outreach and personal risk assessment and reduction. Section 3 discusses implementation issues, including training and supervision. (Contains 4 appendixes and 20 references.) (JDM)

ED 459 382   CG 031 421

DeWolfe, Deborah J.
Field Manual for Mental Health and Human Service Workers in Major Disasters.
PUB DATE- 00
NOTE- 35p.; Edited by Diana Nordboe. For the Training Manual, see CG 031 422.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counselor Training; *Crisis Intervention; Emergency Programs; Human Services; Individual Needs; *Mental Health Workers; National Programs; Natural Disasters; Terrorism; *Training Methods

This field manual is intended for mental health workers and other human service providers who assist survivors following a disaster. It provides the basics of disaster mental health, with both specific and practical suggestions for workers. Essential information is included about disaster survivors' reactions and needs such as dealing with grief; anxiety over safety for themselves and others; eating and sleeping problems; and the need to talk over the events. Helping skills are described with guidance for when to refer survivors on for further professional assistance. Specific information is provided on how to assist potential risk groups such as children; older adults; people with mental disorders; people in group facilities; and different cultural and ethic groups. The material in this manual is condensed from material contained in the Training and Manual for Mental Health and Human Service Workers in Major Disasters, Second Edition. (JDM)

ED 459 383   CG 031 422

DeWolfe, Deborah J.
Training Manual for Mental Health and Human Service Workers in Major Disasters. Second Edition.
PUB DATE- 00
NOTE- 123p.; Edited by Diana Nordboe. For the Field Manual, see CG 031 421.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

non-communicative counselees. The presence of an animal has been found to lower anxiety and motivate the counselee's participation in therapy. Animal-assisted therapy (AAT) is not considered a style of therapy, but helps build trust between the counselee and counselor. Some common mental health treatment goals associated with AAT are to improve socialization and communication; reduce isolation, boredom, and loneliness; help with affect; lessen depression; and provide affection. School settings are appropriate for integrating AAT and such programs may have a role in helping curb school violence. (JDM)

ED 459 405 CG 031 453

Coy, Doris Rhea
Bullying. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bullying; Child Rearing; Conflict Resolution; Educational Environment; *Elementary School Students; Elementary Secondary Education; Influences; *Peer Relationship; Prevention; Racial Discrimination; School Counseling; School Safety; *Secondary School Students; Sexual Harassment; Violence
IDENTIFIERS- ERIC Digests

Nearly 160,000 students skip school each day because of intimidation by their peers. Bullying has been a persistent problem that, with the heightened attention to school violence, has been recently recognized as a pervasive issue needing attention. Bullying can take many forms; racial discrimination and sexual harassment are examples of abuse students can face. Child rearing influences, the characteristics of the child, and factors of the environment are cited as possible reasons why children bully. Most bullying occurs in the school environment so how schools respond to such interactions impacts the school climate. A whole school approach to the problem of bullying is recommended to establish an awareness of the problem. Increasing school safety features and insuring the anonymity of any student who reports bullying incidents are also encouraged. Empowering students by offering conflict resolution programs, peer help, and assertiveness training are just a few alternatives to improve the school environment. (Contains 10 references.) (JDM)

ED 459 406 CG 031 454

Kingsley, David E.
Trends in Cigarette Use amongst Kansas Eighth Grade Students: "Communities That Care Survey" Results, 1995-2000.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Grade 8; Illegal Drug Use; Influences; Junior High School Students; Junior High Schools; Models; *Peer Relationship; Rural Youth; Sex Differences;

Student Teacher Evaluation; *Student Teachers; *Teacher Role; Word Recognition
IDENTIFIERS- Teacher Evaluators

Student teachers need to have high quality cooperating teachers as mentors for the development of the best reading teachers possible. The mentor needs to assist the student teacher to achieve diverse attitudes in the teaching of reading. First, the student teacher should be a consumer of reading materials with an appetite for reading. Second, the student teacher should engage in good oral reading activities with pupils. Third, the student teacher and pupils raise questions which stimulate learners to engage in critical thought. Fourth, the student teacher challenges pupils to be creative pertaining to ideas acquired from reading. Fifth, the student teacher should help pupils make use of and apply what has been learned. Sixth, pupils are guided by the student teacher to assess the worth of ideas read. Seventh, the student teacher needs to assist pupils to develop intrinsic feelings of motivation toward reading. Eighth, selected pupils, not motivated intrinsically, may need to experience extrinsic motivation activities in reading. Ninth, the student teacher needs to provide assistance to pupils in word recognition as needed. Tenth, meaningful reading experiences should be in the offing for pupils. Each of these criteria for student teachers to follow may be listed on a rating scale. Student teachers can do much to guide learners to recognize unknown words, especially through the use of phonics. And principles of learning from educational psychology might well provide student teachers with excellent guidelines in reading instruction. (NKA)

ED 459 427 CS 014 547

Hradnansky, Terre A.
Implementing a Multifaceted Intervention Program To Increase First Graders' Literacy Skills.
PUB DATE- 01
NOTE- 74p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cross Age Teaching; Early Intervention; Elementary Education; English (Second Language); Grade 1; Grade 5; *Instructional Effectiveness; *Parent Participation; *Reading Instruction; *Reading Strategies; *Tutoring

This practicum was designed to increase the literacy skills of first-grade students. Students were to improve their reading strategies necessary for success in reading through support from their families and through the use of cross-age reading tutors. A cadre of parent volunteers who presented four parent and child workshops focusing on early literacy skills was trained. The workshops had a modeling component, a practice portion, and follow-up activities that were to be completed at home. Another aspect of the practicum involved training a group of fifth-grade cross-age tutors to tutor the most at-risk first graders in literacy skills. All of these first graders were second-language learners. The 10 cross-age tutoring sessions were held during the school's designated early release time and focused on reading familiar and unfamiliar texts, word work, making books to take home, and phonemic awareness activities. The results of the practicum were positive. Analysis of the data revealed that first-grade students improved their literacy skills through support from their families and through the use of cross-age tutors. Parents, teachers, and students all reported positive attitudes towards working together as a

NOTE- 55p.; For the year 2000 S.O.A.R. evaluation, see ED 450 141.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Emergent Literacy; High Risk Students; Learning Activities; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies; Summer Programs; Teaching Methods
IDENTIFIERS- Balanced Reading Instruction; Elementary Secondary Education Act Title I

A study examined a program entitled "Summer Opportunity to Accelerate Reading" (S.O.A.R.), which provided early intervention to accelerate literacy learning for at-risk students completing kindergarten through grade 2 in 2000-01. Subjects were 2188 students enrolled in 12 S.O.A.R. campuses. Ethnicity was diverse with 58% Hispanic Americans, 20% African American, 20% Anglo Americans and others, and 2% Asian. A total of 159 teachers taught in this balanced literacy program, which included reading aloud, shared reading, word study, guided reading, independent reading, and writer's workshops. Results indicated that: (1) 87% of all students showed improvement by advancing one or more reading levels; (2) 37.8% gained one text reading level, 29.3% gained two levels, 12% gained three ,levels, and 8% gained four of more text reading levels; (3) 525 students began the program below grade level in reading and ended the program at or above grade level; (4) parents were very supportive of the program; and (5) there was overall agreement by S.O.A.R. teachers, principals, and program managers that the students benefited from the intense summer program schedule and the high quality curriculum. Recommendations include monitor the program in 2002 for achievement gains in reading, and improve policies and procedures to maximize teaching and learning. (Contains 9 figures, 7 tables of data, and 11 references; appendixes contain the number of students who attended S.O.A.R. 2001, by school and by area; reading levels; teacher, mentor teacher, and principal comments; S.O.A.R. teacher survey; and mean responses to parent survey by language, 2001.) (RS)

ED 459 448   CS 014 590

Brackemyer, Jessica; Fuca, Debra; Suarez, Karen
Improving Reading Skills through Phonics Instruction in the Primary Grades.
PUB DATE- 01
NOTE- 46p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program..
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 2; *Instructional Effectiveness; Integrated Curriculum; Kindergarten; *Phonics; Primary Education; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills; Student Attitudes

This report stresses the need to incorporate various methods of teaching as a means of developing an integrated curriculum to address the lack of phonetic skills amongst second grade and kindergarten students. The target population of Site A consisted of a kindergarten classroom in a medium-sized district of a growing middle class community located in a northeastern suburb of Illinois. The target population of Site used with the "Masterpiece Theatre" Web site. (NKA)

ED 459 467 CS 217 771

Stierer, Barry
Mastering Education: A Preliminary Analysis of Academic Literacy Practices within Masters-Level Courses in Education.
PUB DATE- 97
NOTE- 26p.; Paper presented at the International Conference of the Higher Education Close Up (Preston, England, July 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Case Studies; Comparative Education; *Discourse Communities; Foreign Countries; Graduate Study; Higher Education; *Masters Degrees; *Writing Assignments; *Writing Evaluation; Writing Research
IDENTIFIERS- Open University (Great Britain); *Teacher Writing; University of Sussex (England); Vanderbilt University TN; *Writing Contexts

This paper reports on the preliminary stage of a research project examining the kinds of writing that teachers are required to produce as part of their study when undertaking masters-level courses in education. The paper states that of particular interest is the way in which the particular writing these writing teachers do for these courses articulates with their professional experience, expertise, and aspirations. It explains that the research project so far has used the MA in Education program at the Open University as the main case study, analyzing course materials, interviewing MA students and tutors, and analyzing students' written assignments and the feedback they receive from their tutors. The paper states that for comparative purposes, a smaller study was conducted of the MA in Education at the University of Sussex, and a similar study of the MA in Education at Vanderbilt University (USA) will be carried out later. It explains that the project emerged from two quite different starting points--one based on the academic/research significance of academic writing carried out within specific settings and the other based on a personal/professional interest in the issues involved when schoolteachers write for academic purposes. The paper concludes that the project has already benefited from recent advances in theoretical understanding of academic literacy practices and possibly contributed to the further elaboration of a more pluralistic and culturally sensitive perspective on the study of writing in higher education. (Contains 4 tables and 16 references.) (NKA)

ED 459 468 CS 217 772

Chipman, Bruce
Watching with New Eyes: Broadening the English Curriculum through Cinema Studies.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

Kinneer); "Bee So Near Thereto: A History of Toledo Newspaper Co. v. United States" (Thomas A. Schwartz); "'All for Each and Each for All': The Woman's Press Club of Cincinnati, 1888-1988" (Paulette D. Kilmer); "Everyone's Child: The Kathy Fiscus Story as a Defining Event in Local Television News" (Terry Anzur); "Rising and Shining: Benjamin Day and His New York 'Sun' Prior to 1836" (Susan Thompson); "Reconnecting with the Body Politic: Toward Disconnecting Muckrakers and Public Journalists" (Frank E. Fee, Jr.); "Harry S. Ashmore: On the Way to Everywhere" (Nathania K. Sawyer); "Suppression of Speech and the Press in the War for Four Freedoms: Censorship in Japanese American Assembly Camps during World War II" (Takeya Mizuno); "The 'Farmer's Wife': Creating a Sense of Community among Kansas Women" (Amy J. DeVault); "Citizen Hearst vs. 'Citizen Kane': The Battle Fought behind the Release of One of the Greatest Cinematic Pictures of All Time" (Christopher Allan Faidley); "From 'True Temperance' to the 'Tatler': Advertising Messages of Anheuser-Busch in the Early Years of Prohibition" (Margot Opdycke Lamme); "'Still the Manager...in Letter and Spirit': Absentee Ownership and the 'East Oregonian'" (Jon Arakaki); "A 'Legion of Decency' for 1950s TV? The Catholic Morality Code That Didn't Happen" (Bob Pondillo); and "'London Calling?' Covert British Propaganda and News Distribution, 1948-1953" (John Jenks). (RS)

ED 459 488   CS 510 705

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). International Communication Division.
PUB DATE- 01
NOTE- 430p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audience Analysis; Broadcast Industry; Case Studies; Comparative Analysis; Computer Mediated Communication; Content Analysis; Discourse Analysis; Foreign Countries; *Freedom of Speech; Global Approach; Higher Education; *International Communication; *Journalism Education; *Newspapers; Obscenity
IDENTIFIERS- Cambodia; Estonia; European Union; Germany; India; Inter Press Service; Japan; Journalists; *Media Coverage; Public Broadcasting; South Korea; Supreme Court; Tanzania; Television News

The International Communication section of the proceedings contains the following 15 selected papers: "'News Aid', the New Aid: A Case Study of Cambodia" (J. L. Clarke); "Development of Public and Private Broadcasting in Post-Communist Estonia: 1991-1996" (Max V. Grubb); "Revealing and Repenting South Korea's Vietnam Massacre: A Frame Analysis of a Korean News Weekly's Engagement in Public Deliberation" (Nam-Doo Kim); "Echoes in Cyberspace: Searching for Civic-Minded Participation in the Online Forums of 'BBC MUNDO,' 'Chosun Ilbo,' and 'The New York Times'" (Maria E. Len-Rios, Jaeyung Park, and Dharma Adhikari); "Going Global: Choosing the Newspapers We'll Need To Read in the Digital Age" (Richard R. Gross); "The Private and Government Sides of Tanzanian Journalists" (Jyotika Ramaprasad); "Readers' Grievance Columns as Aids in the Development of India" (David W. Bulla); "Supreme Court Obscenity Decisions in Japan and the United States: Cultural Values in the Interpretation of Free Speech" (Yuri Obata and Robert Trager); "Redefining Local News: How Daily Newspapers teacher training. The authors of "Megaskills," "Cultural Literacy," and "In a Different Voice" are among them. Although the focus is on education issues, many of those interviewed have a serious interest in education but are not professional educators. A designer of computer languages, a mayor of New York City, a paleontologist and writer of popular science, a reporter for National Public Radio, a director of the Peace Corp, and a president of the National Urban League explain the impact of education on their own lives and their impact on education. Those interviewed are: (1) Madeline Hunter; (2) Seymour Papert; (3) Reuven Feuerstein; (4) Shirley Brice Heath; (5) Albert Shanker; (6) Ernest Boyer; (7) Rudolph Giuliani; (8) Theodore Sizer; (9) Stephen Jay Gould; (10) James P. Comer; (11) E. D. Hirsch, Jr.; (12) Claudio Sanchez; (13) Mark Gearan; (14) Shirley Strum Kenny; (15) Dorothy Rich; (16) Manuel Justiz; (17) Hugh Price; (18) Carol Gilligan; and (19) John I. Goodland. (RKJ)

ED 459 509 EA 031 448

Hoffman, Allan M., Ed.; Summers, Randal W., Ed.
Teen Violence: A Global View. A World View of Social Issues.
PUB DATE- 01
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Crisis Intervention; Foreign Countries; Secondary Education; *Violence
IDENTIFIERS- Australia; Canada; England; Germany; Israel; Italy; Jamaica; Russia; Saint Lucia; Slovenia; South Africa; Spain; Thailand; United Kingdom; United States; Wales

Teen violence in 14 countries is examined to provide greater understanding of teen violence in the United States. An introduction provides an overview of similarities and differences in teen violence in the selected localities. Each chapter begins with a profile of the country and an overview of the impact of the problem, including basic policies, legislation, and demographic information. A brief historical perspective is provided; factors contributing to teen violence are explained; and the incidence or extent of teen violence is estimated for each country. Finally, the country's specific programs or strategies used to prevent or control teen violence are reviewed. The chapters are: (1) "Australia" (Christine Alder and Nichole Hunter); (2) "Canada" (Raymond R. Corrado, Irwin M. Cohen, and Candice Odgers); (3) "England and Wales" (Shirley Rawstorne); (4) "Germany" (Christopher R. Williams, Bruce Arrigo, and Stephanie Klaus); (5) "Israel" (Giora Rahav); (6) "Italy" (Anna Constanza Baldry); (7) "Jamaica" (Frederick Allen); (8) "Russia" (William E. Thornton and Lydia Voight); (9) "St. Lucia" (Victoria Bruner); (10) "Slovenia" (Gorazd Mesko, Branko Lobnikar, Milan Pagon, and Bojan Dekleva); (11) "South Africa" (Beaty Naude); (12) "Spain" (Javier Garcia-Perales); (13) "Thailand" (John C. Quicker); and (14) "United States" (Wayne N. Welsh). (Contains 328 references.) (RKJ)

ED 459 510 EA 031 449

Brock, Stephen E.; Sandoval, Jonathan; Lewis, Sharon
Preparing for Crises in the Schools: A Manual for Building School Crisis Response Teams. Second Edition.
PUB DATE- 01
NOTE- 432p.
LANGUAGE- English

Punishment; Referral; *School Safety; Tables (Data); Weapons
IDENTIFIERS- Gun Free Schools Act 1994

The Gun Free Schools Act (GFSA) requires states to report information about the implementation of the act annually to the Secretary of Education. This report starts by presenting information on data interpretation and quality. Three sections summarize the 1998-99 data submitted by the states. The first section is a brief summary of the overall findings. The second section presents a summary of the 1998-99 data in bulleted, graphic, and tabular form as well as a comparison between the 1998-99 and 1997-98 data. The tables in this section contain data notes that are critical to the correct interpretation of the data. The third section presents a page for each state, each of which contains the data submitted by the state, as well as any caveats or data notes. Appendix A contains a copy of the Gun-Free Schools Act, and Appendix B is a copy of the 1998-99 GFSA state data-collection instrument. This publication is not designed to report the rate at which students carry firearms to school but instead reports the actions taken in regard to the number of students caught bringing firearms to schools. (RT)

ED 459 530 EA 031 480

Speer, Tibbett L.
Reaching for Excellence: What Local School Districts Are Doing To Raise Student Achievement.
PUB DATE- 98
NOTE- 82p.; Contributing authors include Anne Wright, Adria L. Thomas, and Donna Harrington-Leuker.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Boards of Education; Elementary Secondary Education; *Excellence in Education; *School Districts; Superintendents

This report serves as a resource on student achievement initiatives and offers a perspective or framework through which to view them. It is divided into five sections. Section 1 briefly explores the history of the current student-achievement movement and the issues surrounding it. Section 2 highlights the findings of the National School Boards Association's (NSBA) Student Achievement Survey. The survey was sent to a stratified random sample of 2,000 urban, suburban, and rural districts in 1997. The superintendent and the school board president each received a copy of the survey. A total of 955 superintendents (49 percent of those who received the survey) responded. Section 3 provides close-ups of eight districts and their student-achievement efforts. Section 4 summarizes many of the student-achievement profiles not included in the previous section. These descriptions provide the names of school districts, contact names, phone numbers, and e-mail addresses. Section 5 lists resources school boards can use to build a knowledge base on student achievement. The report concludes with the NSBA's mission statement and a description of its vision. (Contains 16 figures.) (RT)

ED 459 531 EA 031 481

Darden, Edwin C., Ed.
Legal Issues & Education Technology: A School Leader's Guide. An ITTE Technology Leadership Network Special Report. Second Edition.
PUB DATE- 01
NOTE- 142p.; For the first edition, see ED 444 226.

(7) size and space for approach and use, (8) a community of learners, and (9) instructional climate. Examples are offered for the practical application of two of these principles. (DB)

ED 459 549 EC 308 736

Brice, Alejandro
Children with Communication Disorders: Update 2001. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest E617.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Communication; *Communication Disorders; Elementary Secondary Education; Incidence; *Limited English Speaking; Multiple Disabilities; *Second Language Learning; *Student Characteristics

This digest discusses various types of communication disorders, their incidence, the learning difficulties associated with them, the special case of English language learners, and the educational significance of communication disorders. Communication disorders may result from many different conditions such as oral-motor difficulties or language-based learning disabilities. Approximately 20 percent of all students with disabilities have some form of communication disorder. Common characteristics of students with communication disorders include difficulty following directions, attending to a conversation, pronouncing words, expressing themselves, or being understood. Children learning English as a second language have special communication problems but should not be considered as having a communication disorder unless symptoms of the disorder are present in both languages. These students may be capable of high academic achievement if they learn the classroom's social, language, and learning patterns. (Contains 17 print, organizational, and Internet resources.) (DB)

ED 459 550 EC 308 737

Siegel, Linda; Ladyman, Stewart
A Review of Special Education in British Columbia.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Disabilities; Educational Assessment; *Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Human Resources; Individualized Education Programs; *Needs Assessment; *Program Evaluation; *Special Education
IDENTIFIERS- *British Columbia

This report presents findings of a special team to review special education policy, its implementation, accountability, and program effectiveness in British Columbia. The team identified a set of issues to address including: inclusion/integration, parental involvement, assessment, Individual Education Plans, evaluation, transitions, employees who work with students with special needs, special education funding, collective agreements, and measuring success. The report includes sections which address: (1) the historical context; (2) the policy

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Curriculum Design; *Disabilities; Elementary Secondary Education; Inclusive Schools; Legal Responsibility; Medical Services; Medicine; *Paraprofessional School Personnel; Protocol Analysis; School Aides; *School Health Services; Special Health Problems; *Staff Role; Teacher Aides; *Training Methods
IDENTIFIERS- Do Not Resuscitate Orders; *Related Services

This handbook is written for the educational support person (ESP) who may or may not be a trained or licensed health care provider, but whose job has come to include caring for students with disabilities with special health care needs. Section 1, "The Laws Governing the ESP and the Care of the Student with Special Health Care Needs," discusses the legal precedents that have made our schools more inclusive, and the legal requirements surrounding health-related services in schools. Section 2, "Protocol for the Care of Students with Special Health Care Needs," outlines the chain of command for providing health-care in local districts, both as it is, and how it can be improved. Section 3, "Training ESPs To Administer Medication and Perform Health Care Procedures," discusses a recommended curriculum for ESP training that includes the five rights of medication administration, a focus on the individualized nature of health care, documenting medication administration or health care procedures, proper protocol for emergencies, storing medication, and information about legal issues. Section 4 outlines strategies for fostering local and state policy changes. The handbook closes with a glossary, a resource list, and the National Education Association's policy on do not resuscitate orders. (Contains 16 references, 19 resources, and 29 endnotes.) (CR)

ED 459 570   EC 308 758

Rogers, Karen B.
Re-Forming Gifted Education: Matching the Program to the Child.
PUB DATE- 01
NOTE- 504p.; Great Potential Press, Inc. formerly Gifted Psychology Press, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Academically Gifted; *Acceleration (Education); *Curriculum Design; *Educational Planning; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Needs Assessment; Parent School Relationship; Student Evaluation; Talent; Talent Development

This guidebook is designed to assist schools in providing appropriate education experiences for all gifted and talented children, regardless of the child's talent area, age, ethnic origin, or economic level. Chapters address: (1) the development of an educational plan, what is reasonable to ask schools to do, and what kind of teacher is best for a gifted child; (2) characteristics of different gifted children, the five domains of giftedness and talent, and determining whether a child's strength is a gift or a talent; (3) evaluation of five key areas to aid in developing an effective educational planning highly functional and successful performance areas. Concluding sections provide a terms glossary, several project worksheets, and a rule-of-thumb chart for determining music suite square footage needs. (GR)

ED 459 589   EF 005 991

Indoor Air Quality Tools for Schools Action Kit. Second Edition.
SPONS. AGENCY- American Federation of Teachers, Washington, DC.; Association of School Business Officials International, Reston, VA.; Council for American Private Education, Washington, DC.; National Education Association, Washington, DC.; National PTA, Chicago, IL.; American Lung Association, New York, NY.
PUB DATE- 00
NOTE- 170p.; The IAQ road map, asthma companion piece, IAQ Problem-Solving Wheel, and 15-minute videotape not available.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; Elementary Secondary Education; *Guidelines; *Prevention; Program Administration; Public Schools; School Policy
IDENTIFIERS- *Indoor Air Quality

This kit contains materials to assist a school indoor air quality (IAQ) coordinator in conducting a school IAQ program. The kit contains the following: IAQ coordinator's guide; IAQ coordinator forms; IAQ backgrounder; teacher's classroom checklist; administrative staff checklist; health officer/school nurse checklist; ventilation checklist and log; building maintenance checklist; food service checklist; waste management checklist; renovation and repairs checklist; and walk through checklist. Also provided is a problem-solving wheel that assists school teachers and others in identifying indoor air problems and correcting them. The kit contains a 15-minute videotape that shows how one school successfully implemented the IAQ Tools for Schools Action Kit to better manage its ventilation system. The videotape explains the importance of good indoor air quality and shows how to properly operate and maintain school ventilation systems. (GR)

ED 459 590   EF 006 017

Tarr, Patricia
Aesthetic Codes in Early Childhood Classrooms: What Art Educators Can Learn from Reggio Emilia.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Foreign Countries; *Preschool Education; Public Schools; *Student School Relationship
IDENTIFIERS- Canada; Italy (Reggio Emilia); *Social Construction; United States

This article compares the messages contained in the physical environments of early childhood classrooms in Reggio Emilia, Italy, with typical early childhood settings in Canada and the United States. The article examines the classroom's "aesthetic code"; i.e., the social construction created, consciously or pedagogical implications included a need for: (1) guidance both to teachers and students in how to make EFL teaching and learning more truly communicative in nature; and (2) more teacher training in how to conduct language assessment in the classroom. Appendices include: "Beliefs/Materials Questionnaire"; "Assessment Questionnaire"; "Beliefs/Materials Follow-Up Questionnaire"; "Assessment Follow-Up Questionnaire"; "Materials Group Interview"; and "Observation Tool." (Contains 17 references.) (KFT)

ED 459 613 FL 026 997

Yang, Han
A Subject-Specific Glossary-Assisted Model. Integrated Online Resources for Chinese Students Taking Degree Courses in English.
SPONS. AGENCY- Open Univ. of Hong Kong.
PUB DATE- 01
NOTE- 68p.; Some text may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Uses in Education; *English (Second Language); Foreign Countries; *Glossaries; Higher Education; Lexicography; Limited English Speaking; Pronunciation; Second Language Instruction; Second Language Learning; Teaching Methods; *Vocabulary Development; World Wide Web
IDENTIFIERS- Hong Kong

This document provides a brief overview of a PowerPoint presentation (with accompanying slides) where the development of a detailed, online subject-specific glossary is discussed. The pedagogical justification for the creation and use of a glossary is presented. It is asserted that a subject-specific glossary has many advantages and useful features, and that it will help students to access the meaning and pronunciation of unfamiliar technical terms instantly and thus reducing much of the time and effort otherwise spent in lexical research, and that this is especially beneficial for nonnative speakers of English taking English medium courses. The paper is divided into several sections with the following subheadings: "the concept"; "the development of the online glossary"; "subject specific glossary versus other electronic dictionaries"; "the technology"; "the methodology"; "lexicography." (KFT)

ED 459 614 FL 026 998

de Reuse, Willem J.
Prototypes and Fuzziness in the System and Usage of Apachean Classificatory Verb Stems.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Athabaskan Languages Conference (Los Angeles, CA, May 18-20, 2001). In: Tuttle, S. and G. Holton, Eds. "Proceedings of the 2001 Athabaskan Languages Conference (Los Angeles, May 18-20, 2001)." Working Paper No. 1. ANLC (2001) pp. 75-94.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apache; Athapascan Languages; Distinctive Features (Language); Grammar; Morphology (Languages); Navajo; Second Language Instruction; Second Language Learning; *Structural

faculty perception of outside influence is independent of race and gender. Regression showed no statistical significance for age or the number of years in higher education. There were differences in the faculty perceptions of outside group influence that are attributable to institutional type and selected faculty characteristics. The idea of faculty autonomy with regard to the curriculum is largely supported. Six appendixes contain the questionnaire and supporting data tables. (Contains 15 tables and 59 references.) (SLD)

ED 459 636 HE 034 524

French, Robert C.
Encouraging Participation in College and University Distance Education Programs.
PUB DATE- 01
NOTE- 192p.; Doctoral Dissertation, State University of New York at Buffalo.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Consortia; *Distance Education; Higher Education; *Inservice Teacher Education; *Participation; Teacher Attitudes
IDENTIFIERS- State University of New York

The focus of this study is the ongoing need for empirical examination of current strategies for encouraging faculty participation in distance education. The study examined the growth in faculty participation in Internet-based distance teaching at 31 state-supported colleges and universities, members of the State University of New York Learning Network distance education consortium, over the period from 1998-2000. It compared the variety and perceived effectiveness of the institutional strategies used to encourage participation. Survey responses were received from 75 faculty members and 43 administrators at the 31 institutions. Findings suggest that faculty who have taught Internet-based distance education courses believe that the technologies and pedagogies used are conducive to rapid adoption and diffusion of this academic innovation. Faculty who have taught such courses also believe that the use of planned change strategies is important for encouraging faculty participation; however, that academic leaders have generally failed to use these strategies effectively. Faculty participation in distance education increases at a faster rate at institutions where academic leaders make more effective use of planned change strategies. Faculty participation in distance education is encouraged more at community colleges than it is at four-year institutions. Consortium membership is an effective strategy for encouraging faculty participation in distance education. Four appendixes contain the survey instrument, an interview guide, and details of faculty and administrator responses. (Contains 14 tables and 81 references.) (SLD)

ED 459 637 HE 034 525

Facilities Inventory and Utilization Study, Fall of 2000, for the State of North Carolina. Higher Education Comprehensive Planning Program. Thirty-Fourth Edition.
PUB DATE- 01
NOTE- 167p.; Cover page varies. For the 32nd edition, see ED 435 307.
LANGUAGE- English

Finsen, Group Coordinator); and (4) "Faculty Workload: Differentiation through Unit Collaboration" (Workload Differentiation Group, Linda A. McMillin, Group Coordinator). Section 2, "The Compact in Action," contains": (5) "Shared Governance at Butler University" (Patricia Bacon); (6) "Workload Differentiation at Ithaca College" (Garry Brodhead); and (7) "Workload Rebalancing at St. Mary's College of California" (Ed Biglin). The final section, "The Compact in Context," includes: (8) "A Panel of Experts Responds" (Christine M. Licata, Robert M. Diamond, Mary Burgan, Charles E. Glassick, C. K. Weiser, and Ric Weibl); (9) "Reflections on the Faculty Work Project" (Jon Wergin); (10) "A Holistic Model for Faculty and Institutional Development" (Jacqueline A. Mintz); and (11) "Institutional Governance: A Call for Collaborative Decision-Making in American Higher Education" (Thomas C. Longin). Each chapter contains references, and the book includes an 81-item bibliography. (SLD)

ED 459 659 HE 034 551

Daniel, Carter A.
MBA: The First Century.
PUB DATE- 98
NOTE- 330p.; Published by Bucknell University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; *Curriculum; *Educational History; Higher Education; Masters Programs
IDENTIFIERS- *Masters of Business Administration

This book traces the development of the curriculum, the objectives, the popularity, and the reputation of graduate business programs during the 20th century, the first century of the MBA degree. The chapters are: (1) "Getting Started: Before 1910"; (2) "1910-1918: Searching for a Curriculum"; (3) "1919-1922: Explosive Growth, Descriptive Era"; (4) "1923-1930: New Prominence, New Activities"; (5) "1930-1940: Philosopher of Business and Society"; (6) "1940-1945: War"; (7) "1945-1950: Regrouping, Rethinking"; (8) "1950-1959: Growth, Conformity, and Generalism--The MBA Takes Off"; (9) "1959-1967: Midcourse Deflection--The Foundation Reports"; (10) "1967-1971: War and Protest--MBA on the Defensive"; (11) "1971-1979: The Golden Age of Innovation"; (12) "1979-1984: The Critics Turn It on"; and (13) "Since 1984: The Active MBA." There is an annotated bibliography of 28 sources. (Contains 25 figures and 472 endnotes.) (SLD)

ED 459 660 HE 034 552

Ketteridge, Steve, Ed.; Marshall, Stephanie, Ed.; Fry, Heather, Ed.
The Effective Academic: A Handbook for Enhanced Academic Practice. The Times Higher Education Supplement.
PUB DATE- 02
NOTE- 292p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *College Faculty; *Educational

four-year, public and private colleges across the United States, representing a 38.4% response rate. The focus is on academic computing, the use of computers and information technology in teaching, instruction, and scholarship, and not on the use of computers in academic administration. Findings show that colleges and universities are making slow yet steady progress with regard to e-commerce and e-service initiatives in spite of budget cuts that affect all sectors of U.S. higher education. As in the previous 5 years, survey respondents identify "assisting faculty to integrate technology into instruction" as the single most important information technology issue facing their campuses. Campuses continue to struggle with technology planning, but the use of technology to support instruction continues to rise. Wireless networks are becoming an increasingly important issue for all sectors of higher education. One of the myths of higher education is that all students have access to high speed networks, but in fact, only a small percentage of students have access around the clock. There are great variations with regard to off-campus Internet access, and Internet Service Providers are most commonly offered to students who live in dormitories on campus. Three appendixes contain a discussion of methodology, the 2001 questionnaire, and a list of participating institutions. (SLD)

ED 459 680   IR 020 579

Administrator's Guide to Technology: Planning, Funding & Implementation.
PUB DATE- 01
NOTE- 285p.; Jo Gulledge, Executive Director; Jamie Whaley, Managing Editor; Shawn Beard, Senior Research Editor. Introduction by K. David Weidner, Consulting Editor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Computer Software; *Computer Uses in Education; *Educational Administration; Educational Assessment; Educational Finance; *Educational Planning; *Educational Technology; Elementary Secondary Education; Equal Education; Occupational Information; Professional Development; *Technology Planning; World Wide Web
IDENTIFIERS- *Technology Implementation; Web Sites

This document provides guidelines for administrators related to instructional technology and planning. Chapter 1 discusses planning, including developing a technology plan, facility assessment, e-rate planning, formation of a technology committee, budget planning, and hardware/software replacement plan and costs. Chapter 2 addresses implementation, including integrating technology into the curriculum, developing a World Wide Web site, parents as advocates and users, Internet usage policies and procedures, copyright and antipiracy policies, legal and ethical issues, and security. Chapter 3 covers funding, including how to develop proposals, developing business partnerships, federal funders, and private and corporate funders. Chapter 4 describes equitable instructional technology resources, including e-learning, distance learning, assistive technology, and teaching strategies. Chapter 5 discusses software, including selecting software for the classroom, teacher top picks, and software resources. Chapter 6 addresses staffing, including job descriptions and professional development. Chapter 7 covers assessment and accountability, lesson plan-rating sheet is based on the original lesson plan form with the addition of indicators. Those indicators are intended to focus the rater's attention on the details of lesson planning and to act as a tool to encourage discourse surrounding effective lesson planning and delivery of instruction in a mathematics methods course. Inter-rater reliability of the instrument was determined to be adequate, ranging from 0.83 to 0.98. Preservice teachers exhibited marked improvements in metacognitive processes relating to writing of lesson plans and engaged in greater critical analyses of the mentor teachers and themselves. Preservice teachers became better consumers of field placement experiences. The study indicates that videotapes can be used effectively to assist preservice teachers in becoming reflective practitioners. Participant demographics and the inter-rater reliability by category for lesson plan rating instrument are tabulated. Appendixes include the lesson plan form and the lesson plan-rating scale. (Contains 16 references.) (Author/AEF)

ED 459 698 IR 021 057

James, Edwyn
Learning To Change: ICT in Schools. Schooling for Tomorrow. Education and Skills.
PUB DATE- 01
NOTE- 117p.; Part of the CERI project, "Information and Communication Technology (ICT) and the Quality of Learning."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; *Computer Uses in Education; Curriculum Development; *Educational Change; *Educational Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Telecommunications
IDENTIFIERS- Organisation for Economic Cooperation Development

There is an urgent need for quality software and digital materials for use in schools. Teachers and students must become discerning and knowledgeable information and communication technology (ICT) users. The school environment has to be fully supportive of ICT, making available expert assistance and advice to the teacher in this rapidly changing field. New forms of curriculum and assessment are called for, new ways of organizing schools, if the dramatic educational potential of ICT is to be delivered and realized. Such a demanding "learning to change" agenda is the subject of this international report. It is illuminated by the views of individual students, who used ICT enthusiastically in their own learning, and shared their experiences in an Organization for Economic Co-operation and Development (OECD) international network. The report looks at the vast educational possibilities arising from the Internet, bringing together the school, the home and the wider community. It examines how ICT, which is the subject of teacher professional development, can largely be the means for its delivery. There are numerous examples of promising practice and principles for the future. Chapters are: "Policy Priorities for ICT in Schools"; "The Curriculum and the Learner"; "Educational Software and Digital Content"; "Schools and the Internet-Meeting the Challenge"; "The Practice and Professional Development of Teachers"; "Schools Organized for ICT and the Homes They Serve"; and "Looking to the Future." (Contains 70 references.) (AEF)

ED 459 699 IR 021 058

imagination, whether in print or electronic form. Information capability presupposes a range of skills that, in addition to technological skills and the knowledge to use information sources, includes general literacy. The growing literature on information literacy tends to stress the first two requirements. However, a world of information may be physically and politically available, but this is of no value if it cannot be accessed because an individual lacks the ability to read. Today, works of the imagination are not just confined to print; there are many excellent World Wide Web sites providing works of imagination. Works of imagination in electronic format and the use of electronic facilities in accessing and discussing works also make a valuable contribution to achieving information capability. There is evidence in Australia, for example, that such facilities are encouraging more boys to read. A study in the United Kingdom and Australia is proposed to look at the issues outlined and to link these with provision in school and public libraries. (Contains 33 references.) (Author/MES)

ED 459 718 IR 058 212

Budd, John M.
Journals and the Shaping of Disciplinary Knowledge.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Citation Analysis; *Citations (References); *Information Science; *Journal Articles; Libraries; Scholarly Communication; *Scholarly Journals
IDENTIFIERS- *Information Science Research; *Knowledge Development; Library Journals

This paper addresses two key issues related to the disciplinary role of journals in library and information science (LIS). The first issue is the nature of knowledge as communicated through public mechanisms such as journals. The second issue is the set of attributes that characterizes a portion of the content of LIS journals. In order to complete this examination, a group of LIS journals with an explicitly international focus were examined. The central purpose of the study was two-fold: describing some characteristics of the authors of journal articles in LIS; and studying citations within journal articles to determine apparent epistemic links between the articles' content and the cited works. Results indicate that there are no gross gender-related or geocentric tendencies. An openness to various standpoints is also indicated. It is concluded that LIS journals fulfill important knowledge-based responsibilities for the members of the profession. (Contains 13 references and 1 table.) (MES)

ED 459 719 IR 058 213

Mudzonga, Courage; Kunaka, Driden
Say Yes to School Library Provision--A Project by the Harare Junior Council.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference

Understanding. The second section describes Project CELIP (Central and Eastern European Licensing Information Platform), a project to support the development of the professional skills of librarians in CEE countries; milestones, expected results, use of electronic publications, and licensing agreements are summarized. The third section provides examples of licensing agreements in CEE countries, including consortia in the Czech Republic and the eIFL (Electronic Information for Libraries) direct program in CEE countries. The conclusion lists some common traits of the licensing situation in all consortia in CEE countries. (MES)

ED 459 739 IR 058 233

Moen, William E.
Improving Z39.50 Interoperability: Z39.50 Profiles and Testbeds for Library Applications.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Foreign Countries; *Information Retrieval; Library Catalogs; *Standards
IDENTIFIERS- Europe; *Interoperability; National Information Standards Organization; United States; *Z39 50 Protocol

This paper discusses two efforts that offer solution paths to interoperability of the Z39.50 standard protocol for information retrieval. The first section provides background on interoperability and Z39.50, identifying the categories of syntactic protocol interoperability, functional protocol interoperability, and semantic interoperability. The second section addresses Z39.50 profiles, including two motivations for developing profiles, i.e., prescribing how Z39.50 should be used in a particular application environment, and solving interoperability problems with existing Z39.50 implementations within a community or across two or more communities. The third section describes the Bath Profile, which identifies specifications for three applications: basic bibliographic search and retrieval with primary focus on library catalogs; bibliographic holdings search and retrieval; and cross-domain search and retrieval. The fourth section discusses extending the Bath Profile and describes two profiles that use the Bath Profile as a foundation: the ONE 2 Profile, being developed as part of the OPAC (Online Public Access Catalog) network in Europe; and the NISO (National Information Standards Organization) Profile, a U.S. national Z39.50 profile for library applications. The fifth section summarizes a project to design and demonstrate test methods and metrics to assess interoperability between systems using Z39.50. (Contains 15 references.) (MES)

ED 459 740 IR 058 234

Langballe, Anne M. Hasund
National Bibliographies and the International Conference on National Bibliographic Services Recommendations: Europe; North, Central and South America; and Oceania.
PUB DATE- 01

reported the following five key challenges: architectural and technical; standards and best practices; strategies for developing sustainable and scaleable digital collections; getting good information about users' information seeking behaviors and needs; and securing long-term access to digital information. The current paper supplements that report with observations about challenges confronting cultural heritage organizations, i.e., libraries, museums, and archives. These challenges are discussed under the following headings: (1) strategic planning, including business planning frameworks, benchmarks of institutional readiness, risk assessment tools, and cost-benefit evaluation of different organizational forms; (2) provision of key infrastructure, including digitization services, distribution services, and alerting services and open software libraries; (3) provision of professional development opportunities, including thinking in new ways about recruitment and professional qualification, ensuring staff are afforded appropriate training opportunities, and providing guidance in change management; and (4) re-assessment and review of the cultural heritage library's mission and values, including balancing not-for-profit service goals, transcending the current role, and determining whether there is room in a networked space for the cultural heritage sector as a whole. (MES)

ED 459 761   IR 058 255

Nichols, Stephen G.
Artifacts in Digital Collections.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Electronic Publishing; Evaluation Criteria; Information Technology; *Library Materials; Library Role; *Library Services; *Preservation
IDENTIFIERS- Artifacts; Digital Data; *Electronic Resources; *Information Value

This paper discusses the preservation of digital resources in research libraries. The first section addresses the preservation imperative, including the challenges of quantity, stability of media, economics, and the contingent value of artifacts. The second section describes the artifact in question (i.e., an information resource in which the information is recorded on a physical medium, which may or may not be unique, and in which the information value of the resource adheres not only in the text or content, but also in the object itself). Topics covered in this section include definition of the term "artifact," selection for the preservation of the original format, and mechanisms for determining value. (MES)

ED 459 762   IR 058 256

Koenig, Michael E. D.
Knowledge Management, User Education, and Librarianship.
PUB DATE- 01

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authority Control (Information); *Bibliographic Records; *Cataloging; Guidelines; International Organizations; *International Programs; *Library Associations; *Standards; World Wide Web
IDENTIFIERS- *International Federation of Library Associations; International Standard Bibliographic Description; *International Standards; Web Sites

This paper reports on the activities of the IFLA (International Federation of Library Associations and Institutions) Section on Cataloging for 2000-2001. The first part discusses the interest in cataloging and its harmonization at the international level that is shared by libraries throughout the world, including the section's work on development and maintenance of cataloging standards and guidelines. The second part covers membership and the standing committee. The third part describes recent publications, including: "Structures of Corporate Name Headings: Final Report," "Guidelines for Authority Records and References," and journal articles. The fourth part addresses relevant pages on IFLANet (IFLA's World Wide Web site). The final parts describe current and recent projects, including work on ISBD (International Standard Book Description) and FRBR (Functional Requirements for Bibliographic Records). (MES)

ED 459 783 IR 058 278

Beaudiquez, Marcelle
Uses and Usefulness of National Bibliographies: Which Perspectives?
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Bibliographic Databases; *Bibliographies; Cataloging; Information Technology; Library Automation; Library Role; *Library Services; *National Libraries; *Online Systems; World Wide Web
IDENTIFIERS- *Electronic Resources; Legal Deposit; *National Bibliographies

This paper discusses the evolution of national bibliographies. The first section provides an overview of the development over the last 30 years of national bibliographies in the context of universal bibliographic control. The second section describes the following major functions of national bibliographies: (1) national bibliographies are set out in legal deposit law; (2) the national bibliography as memory; (3) the national bibliography as information on current publishing; (4) the national bibliography as bibliographic database; and (5) the national bibliography as saleable product. The third section considers the evolution and changing context of the different components of national bibliographies--the materials, the bibliography, and library automation infrastructure. The fourth section traces the natural evolution toward a national online bibliography of traditional materials and tangible electronic

Management of Library Associations) can assist in the endeavor. A list of associations surveyed is appended. (Author/MES)

ED 459 803 IR 058 298

Knutsen, Unni
Changes in the National Bibliographies, 1996-2001.
PUB DATE- 01
NOTE- 20p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Bibliographies; Cataloging; *Electronic Publishing; Foreign Countries; Internet; Legislation; Library Directors; *Library Services; Library Surveys; *National Libraries; Printed Materials; Questionnaires; Retrospective Conversion (Library Catalogs)
IDENTIFIERS- Electronic Resources; *Legal Deposit; *National Bibliographies

This paper presents the results of a survey on national bibliographies among the members of the Conference of Directors of National Libraries in 2001. The survey is a follow up of a 1996 survey on bibliographic control and national bibliography. All parts of the world are represented by 52 responses. The main findings of the survey are that legal deposit legislation still emphasizes textual material, but many agencies presently revise their legislation to include more types of material, particularly electronic documents. Furthermore, print remains the preferred format for national bibliographies, but more and more agencies are focusing on Internet access. More than half of the agencies are undertaking or planning retrospective conversion programs. Appendices include a list of survey respondents, a table showing the current format of the national bibliography for each country, and a copy of the survey instrument. (Author/MES)

ED 459 804 IR 058 299

Oladele, Benedict A.
The Imperatives of Challenges for Africa in the Knowledge Age: Status and Role of National Information Policy.
PUB DATE- 01
NOTE- 11p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Economic Development; Foreign Countries; *Information Policy; *Information Technology; Policy Formation; *Technological Advancement; *Telecommunications
IDENTIFIERS- Africa; Information Age; *Information Infrastructure; National Policy; *Technological Infrastructure; Telecommunications Infrastructure

In principle, the emergence of National Information Policy (NIP) as a framework for developing information resources and

ED 459 313 CE 081 168

Richardson, Don
The Virtual Research and Extension Communication Network (VRECN): An Interactive Learning and Communication Network for Research and Extension Personnel. Concept Paper for the Food & Agriculture Organisation of the United Nations (FAO).
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Agricultural Education; *Agricultural Production; Agriculture; Computer Networks; Coordination; Delivery Systems; *Developing Nations; *Economic Development; Extension Education; Foreign Countries; Information Needs; *Information Networks; Needs Assessment; Program Development; Program Implementation; Telecommunications
IDENTIFIERS- Canada; Food Security; India; Stakeholders

A Virtual Research and Extension Communication Network (VRECN) is a set of networked electronic tools facilitating improvement in communication processes and information sharing among stakeholders involved in agricultural development. In developing countries, research and extension personnel within a ministry of agriculture, in consultation and collaboration with key stakeholders, can develop and implement a VRECN. The tools are artifacts of a planned and ongoing process of stakeholder involvement in mapping communication- and information-sharing relationships and identifying critical relationships that require improvement to reach agricultural development and food security goals. Creating a VRECN in a developing country requires a planned process of stakeholder engagement, multi-stakeholder assessments of communication and information needs, and collaborative workshops to determine the desired characteristics of a VRECN, management relationships, and development partnerships. Six steps are to conduct project preparation, information technology assessment, and VRECN prototype development; identify product and services for VRECN; create VRECN prototype and directory; evaluate product and services; identify and secure staff support; and evaluate project. A number of tangible products result from a preplanned process for creating a VRECN, particularly through efforts to establish stakeholder needs assessments and collaborative working groups. (YLB)

ED 459 314 CE 081 808

Walsh, S. M. Steve
Why Does a Large Prison Population Yield So Few Participants in a College Program Offered at Prison Sites?
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Administrator Attitudes; Adult Education; Adults; *College Programs; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Cultural Influences; *Educational Attitudes; Enrollment; Enrollment Influences; Higher Education; Prison Libraries;

University at Carbondale in partial fulfillment of the requirements for the Masters of Science in Education degree.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Acceleration (Education); Adolescents; *Career Education; Course Content; Definitions; Education Work Relationship; *Educational Benefits; *Employment Patterns; Followup Studies; *Graduate Surveys; High Schools; Influences; Job Skills; Literature Reviews; Middle Schools; Prevocational Education; Questionnaires; Records (Forms); Relevance (Education); Skill Development; Student Attitudes; Vocational Followup; Youth Clubs

IDENTIFIERS- Accelerated Schools; Waukegan School District IL

The effectiveness of a preemployment program that was initiated at Robert E. Abbott Accelerated Middle School in Waukegan, Illinois, was examined through a follow-up survey of the program's graduates. The survey population consisted of all 176 individuals who had participated in the preemployment club since its inception in 1994 (28 individuals over age 18 and 148 individuals under age 18). Usable responses to the 8-question survey were obtained from 3 individuals over age 18 and 70 under age 18 (10.7% and 47.3% response rates, respectively). All 73 respondents reported benefiting from their enrollment in the preemployment program and were able to apply what they had learned to real situations in the workforce. All respondents stated that they had benefited from the entire program, 98.6% reported benefiting from writing resumes, 95.8% indicated that they had benefited from mock interviews, and 95.8% stated that they had enrolled in at least one extra class during their high school years and after graduation to better prepare for the world of work. Respondents also credited the program with helping them obtain a job or handle uncomfortable situations at work. (The bibliography contains 14 references. The following items are appended: survey instrument; Human Subjects Committee approval; survey instrument cover letter; and parental consent documentation.) (MN)

ED 459 330 CE 082 683

Leski, Joanne

A Case Study of Perceptions of Computer-Based Instruction by Nursing Students in a Two-Year College: Implications for Adult Continuing Education and Program Planning.

PUB DATE- 00

NOTE- 180p.; Doctor of Education Dissertation, Northern Illinois University.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; *Community Colleges; *Computer Assisted Instruction; Computer Centers; Computer Uses in Education; Context Effect; *Continuing Education; Definitions; Educational Improvement; Educational Media; Educational Planning; Educational Policy; Educational Practices; Focus Groups; Guidelines; Instructional Development; Literature Reviews; *Nursing Education; Program Development; Questionnaires; Records (Forms); *Student Attitudes; Student Behavior; Student Characteristics; Teacher Attitudes; Teaching Methods; Theory Practice Relationship; Two Year Colleges

Community college nursing students' perceptions about computer-based instruction (CBI) were identified and examined from the

Program Design; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Resource Allocation; Teaching Methods

This training manual is intended for use as the basis of a training program by a trainer or as a tool for self-directed learning by an independent reader. An introduction (Chapter 1) looks at the user in relation to the training program: who will use the training manual, locating oneself, building on one's relationship with adult literacy learning programs, using the text for both training and independent reading, and developing networks of support. Part 1 (chapters 2-6) looks at the planning of the adult literacy learning program by considering what kind of literacy for adults one is trying to promote through the literacy learning program; what kind of participant group one will work with and where adult literacy learners will come from; what kind(s) of teaching-learning approaches will be used in our adult literacy learning program; how it will be determined whether the program will be successful; and how one can ensure that the goals and the goals of the participants match. Part 2 (chapters 7-9) looks at how to resource the program. General principles of resource management are followed by looking in particular at housing the learning group, equipping state space, and provision of funds for the program. Discussions follow of the selection and support of the facilitators and of the provision of teaching-learning materials. Part 3 (chapters 10-12) examines how the program will be run and its activities monitored; how far the adult literacy learning program can be widened into other activities; and what plans can be made for the participants and other stakeholders to continue after the end of the program. Each chapter includes informational material, activities, and key questions. Appendixes include case studies, notes to trainer, case studies questions, and 67 references and further reading. (YLB)

ED 459 346 CE 082 708

Freeman, Peter; Aspray, William
The Supply of Information Technology Workers in the United States.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 148p.; Also supported by the Intersociety Working Group on Information Technology Workers.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classification; Computer Science Education; Data Analysis; *Demand Occupations; Education Work Relationship; Females; Government Role; Higher Education; *Information Technology; Labor Force Development; Labor Market; *Labor Needs; *Labor Supply; Minority Groups; Older Adults; School Business Relationship; Secondary Education; Supply and Demand; *Technical Occupations; Technology Education

This study is designed to improve understanding of the supply of and demand for information technology (IT) workers in America and contextual issues surrounding that topic. Chapter 1 examines aspects of the political context concerning IT workforce issues. Chapter 2 outlines a way to distinguish IT workers from a much larger class of workers whose jobs are enabled by IT and classifies them into four categories--conceptualizers, developers, modifiers/extenders, and supporters/tenders--based on skills and knowledge required to do the job. Chapter 3 addresses dynamics of the marketplace and dangers of government intervention in the IT labor market,

Material Development; Media Selection; Observation; *Open Education; Postsecondary Education; Questionnaires; Teaching Guides
IDENTIFIERS- *United Kingdom

This document is intended to help open learning and distance learning practitioners use, design, and select appropriate open and distance learning materials. The document begins with a brief overview of the following forms of open and distance learning materials: workbooks; structured materials; computer-based training materials; online materials; and audio and video materials. The next section presents series of questions for practitioners to ask themselves to address the following issues related to open and distance learning materials: intended learners; flexibility; assessment methods used; learning design; learner support; learning strategies; presentation; and differences between computer-based and paper-based learning materials. The following topics related to evaluation methods are discussed: (1) possible approaches to evaluation (independent reviews, expert review, learners' reactions); (2) elements of an evaluation (three or four learners, a single expert, and an evaluation framework to ensure a consistent and systematic approach); and (3) additional considerations when evaluating computer-based learning products. The following evaluation techniques are explained: interviewing; questionnaires; and observation. The next four sections address the following topics: (1) factors to consider when assessing materials' cost-effectiveness; (2) considerations when commissioning a third-party developer; and (3) licenses. A checklist for evaluating learning materials and lists of 12 useful contacts and 9 useful publications are included. (MN)

ED 459 363 CE 082 752

Malach, Alyson
Colour Blind: A Practical Guide to Teaching Black Adult Learners.
PUB DATE- 01
NOTE- 119p.; Produced with the support of the Local Government Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Programs; *Adult Students; *Blacks; Check Lists; Classroom Techniques; Cultural Differences; Curriculum; Definitions; Educational Environment; Educational Opportunities; Educational Policy; *Educational Practices; Equal Education; *Ethnic Groups; Foreign Countries; Glossaries; Guidelines; Instructional Materials; *Minority Groups; Organizational Change; Postsecondary Education; Professional Development; Questionnaires; Religion; Resource Materials; Socioeconomic Influences; Socioeconomic Status; Spirituality; Staff Development; Stereotypes; Teacher Improvement; *Teacher Student Relationship; Teaching Guides; Teaching Methods
IDENTIFIERS- *United Kingdom

This document is intended to help learning organizations and practitioners meet the needs of their black and minority ethnic adult students. The introduction explains how the guide was developed and discusses the concept of "color blindness." The next six sections examine the following topics: (1) social and economic issues; (2) effective strategies for reaching black and minority ethnic learners; (3) support for learning; (4)

(055)
DESCRIPTORS- Counselor Training; *Crisis Intervention; *Emergency Programs; Human Services; Individual Needs; *Mental Health Workers; Models; Natural Disasters; Terrorism; *Training Methods

One of the changes experienced during the past decade has been the occurrence of human-caused disasters. With the rise in the number of such complex events, the Center for Mental Health Services has updated this training manual to assist mental health administrators and workers in developing the training components of crisis counseling. This manual introduces the trainer to the Crisis Counseling Program model, the scope and limits of the program, and elements required for effective service design and delivery. It presents essential information on how the disasters affect children and adults; the importance of tailoring the program to fit the community; descriptions of effective disaster mental health interventions; and strategies for preventing and managing worker stress. The manual contains the following sections: (1) "Background and Overview"; (2) "Responses to Disaster"; (3) "Disaster Reactions of Potential Risk Groups"; (4) "Stress Prevention and Management"; (5) "Setting up Disaster Mental Health Services Training"; (6) Comprehensive Training Course Outline"; and (7) "Additional Training Needs and Options." (Contains 56 references.) (JDM)

ED 459 384 CG 031 423

Speler, Anthony H.
Psychosocial Issues for Children and Adolescents in Disasters. Second Edition.
PUB DATE- 00
NOTE- 58p.; Edited by Diana Nordboe. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Childhood Needs; Children; Counseling; Crisis Intervention; *Emergency Programs; Human Services; *Individual Needs; *Mental Health Workers; Models; Natural Disasters; Terrorism

Major natural and human-caused disasters deeply affect children, and they have a special vulnerability to such events. The importance of providing crisis counseling recovery assistance within the context of their special world cannot be over emphasized. The information in this manual provides both theory and guidance to individuals concerned with the mental health needs of children who experience major disasters. It is designed as a supplement to the Manual for Mental Health and Human Service Workers in Major Disasters. At the time of the disaster, children are often left to the care of unfamiliar persons and provided limited explanations about what occurred. Specifics of how the many aspects of a disaster affect children are explained, and particularly how their reactions differ from adults. Chapters include: (1) "The World of Childhood and the Developing Child"; (2) "Reactions of Children to Disasters"; (3) "Helping the Child and Family"; and (4) "Guidelines for Caregivers, Mental Health and Human Service Workers." Appendix A is Agency Assistance in Disasters and Appendix B is Web Sites for additional resources. (Contains 30 references.) (JDM)

ED 459 385 CG 031 424

Gaskill, Deanne, Ed.; Sanders, Fran, Ed.

*Smoking; State Surveys; *Student Attitudes; *Tobacco; *Trend Analysis
IDENTIFIERS- *Kansas

This paper reports on models that clarify the meaning of trends in 8th grade smoking in one of America's most rural and least densely populated states. It is based on cross-sectional analysis of data collected in the "Kansas Communities That Care Survey" from 1995 to 1999. The analysis of trends data is presented in table form utilizing techniques commonly applied in epidemiological studies. The results give support to the thesis that gender is not nearly as important in identifying high-risk youth as behaviors and relationships. Attitudes toward violence and the use of drugs by peers are far better predictors of drug use than ethnicity and gender. It suggests that understanding the psychological etiology of adolescent drug abuse and developing programs that prevent the mental deterioration of children will be more effective than drug-specific programs that attack symptoms but leave the underlying disease untouched. (Contains 8 tables and 14 endnotes.) (JDM)

ED 459 407 CG 031 456

Ben-Avie, Michael; Steinfeld, Trudy Raschkind
The Impact of a School-Based Academic and Counseling Intervention on the Lifepaths of Youth: An Independent Evaluation of the Institute for Student Achievement.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Educational Innovation; Elementary Secondary Education; *High Risk Students; Integrated Services; Intervention; *Outcomes of Education; *Program Evaluation; School Counseling
IDENTIFIERS- Yale Child Study Center CT

The Yale Child Study Center's Impact Analysis and Strategies Group conducted a three-year, independent evaluation of the Institute for Student Achievement (ISA), which is a multi-site, school-based intervention program for students placed at risk of failure. The evaluation design triangulated: (1) student outcomes; (2) the level and quality of the students' youth development; and (3) the quality of program implementation at the sites. The research included direct observations of academic enrichment and counseling sessions; retroactive analysis of achievement data; cohort analysis of the class of 2000; a student learning and youth development survey; a staff survey; and extensive interviews. The quality of implementation varied. The findings show that when implemented well, there is a significant positive ISA effect on student outcomes. (Contains 1 figure, 3 tables, and 15 references.) (Author/JDM)

ED 459 408 CG 031 457

Gottfredson, Gary D.; Gottfredson, Denise C.
Gang Problems and Gang Programs in a National Sample of Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Department of Justice, Washington, DC. Bureau of Justice Assistance.; Department of Justice, Washington, DC. National Inst. of Justice.; Office of Educational Research and Improvement (ED),

partnership in education, specifically in the area of increasing the literacy experiences necessary for first graders to be successful in reading. Parent letters, parent evaluation forms for individual workshops, parent regret letters, parent celebration invitation letter, end of program parent evaluation form, and the end of program teacher evaluation form are attached. (Contains 66 references.) (Author/RS)

ED 459 428 CS 014 558

Rueda, Robert; MacGillivray, Laurie; Monzo, Lilia; Arzubiaga, Angela
Engaged Reading: A Multilevel Approach to Considering Sociocultural Factors with Diverse Learners. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Diversity (Student); *High Risk Students; Hispanic American Students; *Literacy; Primary Education; *Reading Motivation; Reading Research; *Sociocultural Patterns
IDENTIFIERS- California (South); Latinas; Latinos; *Literacy Engagement; Student Engagement

This report explores how sociocultural factors affect reading engagement, literacy learning, and achievement among a diverse group of learners. The report examines previous theory and research on motivation in the area of reading (reading engagement) from a sociocultural perspective. It describes a study that examined the issue of reading engagement with 18 third-grade Spanish-speaking children and families in an impoverished southern California inner city school--specifically, the relationship between sociocultural factors (organizational features of families' daily living routines) and student reading engagement. It states that the overall purpose of the study was to examine the issue of literacy engagement in "at-risk" children. Case studies also were used to illustrate how reading motivation is embedded in daily practices and how accounts of reading motivation that are focused strictly on the individual in isolation may miss the complexity of factors that are integral aspects of students' reading and later literacy development. Includes 3 figures, 4 tables, and 2 notes. (Contains 71 references.) (NKA)

ED 459 429 CS 014 559

Pinkard, Nichole
Lyric Reader: Creating Intrinsically Motivating and Culturally Responsive Reading Environments. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 28p.; Revised version of "Lyric Reader: Architecture for Creating Instrinsically Motivating and Culturally Relevant Reading Environments," Interactive Learning Environments, 7, 1-30.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Computer Assisted

B was two second grade classrooms located in the same community. Evidence for the existence of the problem included the deficiency of skills from assessments that indicated students' academic performance, teacher observations, and anecdotal records. Analysis of probable cause data revealed a lack of curriculum focus in the area of phonetic instruction. Teachers observed incoming students' lack of retention and transferring skills. The skills taught in the reading curriculum did not meet all students' needs. Possible solutions that were explored in this project included: whole language instruction, basal series lessons, and individualized instruction. Through this process of engaged learning the researchers have examined, analyzed, incorporated, and assessed the learning and transfer of skills of the targeted groups for further commentary. The results of the action research project were favorable. Using supplemental phonics instruction showed that relevant application of skills presented in an active learning environment might have led to meaningful discovery and student success. Students were enthusiastic and looked forward to learning upon entering school each day. Students who get fragmented pieces of knowledge rarely gain understanding. For students to maximize their potential and be successful in life they have to understand that knowledge is life. This understanding will be the foundation needed for students to grow and be life-long learners. Teacher questionnaire is attached. (Contains 30 references and 5 tables.) (Author/RS)

ED 459 449 CS 014 591

Hawley, Melissa A.
A Balanced Literacy Approach Incorporating Phonological Awareness in Kindergarten.
PUB DATE- 01
NOTE- 54p.; Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; High Risk Students; *Instructional Effectiveness; Kindergarten; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Readiness; *Reading Skills; *Reading Strategies
IDENTIFIERS- Balanced Literacy; Direct Instruction; *Phonological Awareness

Acquiring literacy is one of the most important elements in building a foundation for success in education and life. This study describes a program that was implemented from January through May, 2001, for improvement in phonological awareness, alphabetic awareness and reading readiness skills through explicit instruction of phonemic awareness with at-risk kindergarten students. The targeted population consisted of 12 kindergarten students, 8 males and 4 females, from working class and low-income families located in eastern Iowa. This study implemented phonological awareness with students who had been identified as low in phonological/phonemic awareness. The lack of alphabetic awareness, print awareness, and phonological awareness was documented through entrance screenings and assessments revealing students' phonological ability. Analysis of probable cause indicated that incoming students lacked exposure to print as well as the readiness skills necessary for formal reading instruction. Analysis of language arts surveys reflected a lack in reading readiness, alphabetic awareness, concepts of print, and decoding skills. Review of the curriculum content reflected an over-emphasis on large group

DESCRIPTORS- *Critical Viewing; *English Curriculum; *Film Study; High Schools; Higher Education; Thinking Skills; Visual Literacy; Writing Skills
IDENTIFIERS- Film Genres; Hitchcock (Alfred)

One educator's interdisciplinary interests in literature, film, and culture studies led him to the establishment of "Film Study," an upper school English course in which students develop a sense of "film literacy" through detailed "reading" of visual images; in addition, students evolve a working critical vocabulary while writing about film. Additional courses on film genres and on outstanding filmmakers were developed and added over time. The educator's commitment to continued instruction in cinema as an effective means to teach good critical thinking and writing skills as well as a way to expand and "recreate" the notion of literacy in the context of technological change led him to approach film "as film" and not merely as a supplement to literary study. This requires that cinema be seen as a separate entity requiring a new critical "language of film" and new analytical perspectives. The three courses developed and implemented by this paper's author/educator--"Film Study," "American Cinema/American Culture," and "Special Studies in Cinema: Hitchcock"--are outlined in detail. (NKA)

ED 459 469 CS 217 773

Chatel, Regina G.
Lesson Planning & Analysis: Including Analysis of Implementation & Samples of Student Work.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Instructional Design; *Lesson Plans; *Planning; Teacher Role; Worksheets
IDENTIFIERS- Analytic Approach

A lesson plan may be defined as a systematic design for the development, implementation, and evaluation of instruction. It is a rehearsal for delivering effective instruction in that it provides the teacher the opportunity to anticipate instructional and learning needs and make plans to address them before stepping in front of the students. This paper outlines the components of lesson design, and defines the following terms: student objective, initiation/set, procedures or activities, closure, evaluation, and list of materials. The paper includes a table (Table 1) showing the components of lesson design. It also includes another table (Table 2) which consists of a lesson plan worksheet and a third table which outlines the components of lesson design. Also contains a sample chart for lesson analysis. (NKA)

ED 459 470 CS 217 774

Cross, Peggy Estes
The Effect of Book Talks on the Listening Comprehension of First Grade Students.
PUB DATE- 99
NOTE- 165p.; Project presented to the College of Education, San Diego State University in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Reflect Their Communities' International Connections" (Beverly Horvit); "Rooted in Nations, Blossoming in Globalization? A Fresh Look at the Discourse of an Alternative News Agency in the Age of Interdependence" (Jennifer Rauch); "The Death of Diana: A Multi-Nation Study of News Values and Practices" (Anne Cooper-Chen, Margie Comrie, Tsutomu Kanayama, and Kaarle Nordenstreng); "Freedom of the Press: A World System Perspective" (Shelton A. Gunaratne); "Criss-Crossing Perspectives: Assessing Press Freedom and Press Responsibility in Germany and the United States" (Horst Pottker and Kenneth Starck); "The Shrinking World of Network News" (Daniel Riffe and Arianne Budianto); and "Revising the 'Determinants of International News Coverage in the U.S. Media': A Replication and Expansion of the 1987 Research on How the U.S. News Media Cover World Events" (Kuang-Kuo Chang and Tien-tsung Lee). (RS)

ED 459 489 CS 510 706

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Advertising Division.
PUB DATE- 01
NOTE- 338p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Audience Analysis; Content Analysis; Foreign Countries; Higher Education; Humor; Internet; *Journalism Education; *News Media; Periodicals; *Portfolios (Background Materials); Risk; *Television Commercials
IDENTIFIERS- *Advertising Effectiveness; Auctions; Balance; European Union; Infomercials; Nixon (Richard M); Political Advertising

The Advertising section of the proceedings contains the following 14 selected papers: "Preparing the Entry-level Advertising Portfolio: Pointing Creative Students in the Right Direction" (Sheri J. Broyles); "Effects of Issue Ads on Candidate Evaluation and Voting Preference: Does Sponsorship Matter?" (Fuyuan Shen and H. Denis Wu); "Selling the Estate: An Analysis of Advertising Slogans for News Organizations" (Salma I. Ghanem and Jacqueline S. Nirenberg); "Effectiveness of Humorous versus Non-Humorous Commercials in Happy versus Sad Program Environments" (Manish Gupta, Ginger Park, Christie Vanover, and Lori Bergen); "Re-Inventing 'Tricky Dick': The Selling of Richard M. Nixon in 1968" (Melissa McElroy); "Actions Not Words: What the Handling of Cross-Border Advertising Disputes Tells Us about the Interests Shaping Advertising in the European Union" (Anne Cunningham); "An Exploratory Study: The Information Content of Deceptive Infomercials" (Jan LeBlanc Wicks and Ron Warren); "How Ads Work: Identifying Psychological Mechanisms That Make Emotional and Rational Appeals Successful" (Cynthia M. Frisby); "Balance Theory and Advertising: A History, Review and Critical Perspective" (Don Umphrey); "Seniors' Perceptions of Seniors in Magazine Advertisements: A Q Analysis" (Tom Robinson, Mark Popovich, Robert Gustafson, and Cliff Fraser); "Perceived Risk and Risk Relievers in Online Auctions" (Hanjun Ko); "Optimal Aad-Ab-PI Measures in the Journal of Advertising: 1991 through 2000" (ChongMoo Woo); "Emotional vs. Cognitive Purchase-Decision Involvement: Comparisons of Brand Name and Product-Feature Decisions" (Jooyoung Kim); and "Characteristics of Shoppers: Television; Catalog/Direct Mail/Department Store; Internet Shoppers" (Mira Lee and William D. Wells). (RS)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crisis Intervention; *Crisis Management; Elementary Secondary Education; Emergency Programs; *School Counselling; *School Safety; *School Security; *Violence
IDENTIFIERS- Crisis Theory

Psychologists who are experienced in crisis response present a framework for a proactive response to tragedy. An introductory chapter presents an overview. Chapter 2 offers a brief review of crisis theory. Chapter 3 contains a review of strategies for starting crisis-response plans. Chapter 4 reviews recommendations for securing a commitment to the planning. Chapter 5 discusses the roles of the members of a response team. Chapter 6 focuses on the procedures to follow during a crisis. Chapter 7 discusses medical and psychological triage. Chapter 8 suggests how to help a person in a crisis cope with trauma. Chapter 9 deals with media and the prevention of adversarial responses. Chapter 10 examines the advantages and disadvantages of types of security and the need for collaboration with local law enforcement. Chapter 11 surveys what is known about the prevention of violent events and the identification or assessment of potentially violent students. Chapter 12 focuses on the duties of medical liaison during and after the crisis. Chapter 13 provides examples of drills and readiness checks needed before a crisis and examples of questionnaires for debriefing or evaluation after a crisis. Many charts, tables, handouts, and questionnaires are provided. (Contains 380 references.) (RKJ)

ED 459 511 EA 031 450

Abraham, John D.; Strom, David J.; Sloan, Monica; McElroy, Liz
A Guide to the Family & Medical Leave Act.
PUB DATE- 98
NOTE- 79p.; Illustrated by Dan Sherbo.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; *Leaves of Absence; *School Law; *School Personnel
IDENTIFIERS- Family and Medical Leave Act 1993

This document provides a summary description of the most important provisions of the Family and Medical Leave Act that affect members of the American Federation of Teachers. Twenty-eight chapters examine the details of employer and employee obligations: (1) "General Overview"; (2) "FMLA Checklist"; (3) "Key Definitions"; (4) "How To Apply for FMLA Leave"; (5) Intermittent Leave"; (6) "Medical Certification"; (7) "Recertification"; (8) "Special Leave Rules for Spouses Employed by the Same Employer"; (9) "Benefit Entitlements While on FMLA Leave"; (10) "Paid and Unpaid Leave"; (11) "Overlap between ADA and FMLA"; (12) "Interaction between FMLA Leave and Worker's Compensation"; (13) "Health Care Coverage"; (14) "Employer's Obligation To Maintain Health Benefits During Leave"; (15) "Employee Recovery of Premium If Employee Quits"; (16) "Effect of the Family and Medical Leave Act on COBRA Coverage"; (17) "Other Benefits While on Leave"; (18) "Return-to-Work Rights"; (19) "Specific Leave Rules for Certain

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; *Administrator Responsibility; *Compliance (Legal); Computers; Court Litigation; *Educational Technology; Electronic Mail; Elementary Secondary Education; Fair Use (Copyrights); Freedom of Speech; Internet; Legal Problems; *Legal Responsibility; Sexual Harassment; World Wide Web

This book is intended to help school leaders achieve a workable balance that allows schools to take advantage of the educational and administrative benefits of digital technologies while protecting the district from disruptive and expensive litigation. Chapter 1, "Student Learning and the Law of School Technology," focuses on developing policies and practices for regulating student use of e-mail, the Internet, and the World Wide Web. Chapter 2, "Administrative Issues in School Technology," addresses school-district liabilities in areas such as sexual harassment and universal access for persons with disabilities. Chapter 3, "Legal Considerations in Regulating Employee Use of School Technology," addresses several issues related to staff access to computers, such as personal use and privacy, and First Amendment concerns. Chapter 4, "Copyright Law," reviews fundamental principles of copyright law that educators are likely to encounter when dealing with digital technologies. Each chapter concludes with a resource list. Eight appendices contain questions to consider regarding the effects of technology on behavior, annotated sample policies on employee computer use, fair-use guidelines, a sample letter requesting permission to use print materials, and guidelines for uses of music and off-air recordings of broadcast programming for educational purposes. A glossary of technology terms concludes the book. (RT)

ED 459 532 EA 031 482

Rudo, Zena H.
Corrective Action in Low-Performing Schools and School Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Educational Environment; Educational Finance; *Educational Improvement; Elementary Secondary Education; Organizational Change; *School Effectiveness; State Aid

The implementation of corrective action to improve low-performing schools and school districts has varied across the nation from verbal reprimands to state and private takeover. Currently, 34 states have formal plans for corrective action. Although little evaluation of the effectiveness of these actions on improving student and school performance has occurred, some evidence indicates a positive impact on student performance. Accountability mechanisms include school and district report cards, the use of achievement test data, and attendance and dropout rates. Low-performing schools can receive various types of aid from state or outside sources. Sanctions can range from framework; (3) human resources (leadership, teacher preparation, teachers' assistants, and collective agreements); (4) financial resources (including fiscal accountability and audits); (5) assessment and early identification; (6) Individual Education Plans; (7) assessing learning (classroom-based assessment and school and system-based assessment); (8) communication and cooperation among service providers (during the school entry process, school transitions, successful practices, and technology); and (9) parental appeals. Overall, the review team agreed with current special education policy but offered 47 recommendations in the areas listed above. (Contains 45 references.) (DB)

ED 459 551 EC 308 738

Face of America Character Education Curriculum.
PUB DATE- 01
NOTE- 40p.; T.E.A.M. stands for The Exceptional Athlete Matters.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement; Athletics; Attitudes toward Disabilities; Curriculum Development; *Disabilities; Elementary Secondary Education; *Health Education; *Language Arts; Lesson Plans; *Moral Development; National Standards; *Stereotypes
IDENTIFIERS- *Character Education

This document presents a description of the Face of America Classroom Program, a character education program based on a mission to bridge and build communities through sports. Three language arts lesson plans are provided on three themes: achievement, stereotypes (especially of people with disabilities), and strategies for healthy minds and healthy bodies. The format of each lesson plan provides the lesson's central objective, skills promoted, estimated time required, a full activity, background information, links to the Face of America Web site for each activity, writing prompts, links to the lesson plan's development of character education, and links to national curriculum standards. Presented separately are suggestions for ways to modify each lesson plan for teachers of health, social studies, and physical education. (DB)

ED 459 552 EC 308 739

Wilson, Jeni; Shrimpton, Bradley
Tourette Syndrome: A Case for Establishing the Individual Needs of Children at Risk.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Biennial Conference of the Australian Curriculum Studies Association (Canberra, Australia, September 29-October 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes toward Disabilities; Case Studies; Foreign Countries; Individual Needs; Learning Problems; *Neurological Impairments; Peer Relationship; Secondary Education; *Self Concept; *Self Evaluation (Individuals); *Student Attitudes; Student Needs
IDENTIFIERS- Australia; *Tourette Syndrome

Tourette Syndrome (TS) is a neurological disorder characterized by multiple, involuntary, and repetitive motor and vocal tics. This paper addresses the educational needs of students with TS plan; (4) determining the type of education a gifted child should receive, curriculum modifications, and guidelines for assessing modifications; (5) subject-based acceleration; (6) grade-based acceleration; (7) grouping within the school, whole-class strategies, small group strategies, and a possible set of steps for a teacher; (8) additional program provision in schools, such as in-school enrichment options for gifted children, projects and self-direction, tutoring, and content and curriculum modification provisions; (9) out-of-school provisions for gifted children; and (10) developing a child's plan and guidelines for school and parent cooperation. (References are provided for each chapter.) (CR)

ED 459 571 EC 308 759

Thurlow, Martha; Bolt, Sara
Empirical Support for Accommodations Most Often Allowed in State Policy. Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; Accountability; Braille; *Disabilities; *Educational Assessment; Elementary Secondary Education; Incidence; Large Type Materials; Reading Aloud to Others; *State Regulation; Student Evaluation; *Testing Accommodations; *Testing Problems

This report is a compilation of information collected from a searchable database on the testing accommodations that are most often allowed for students with disabilities in state policies. These ten accommodations include: (1) Braille edition of the test; (2) computer/machine response; (3) dictate response to a scribe; (4) extended time; (5) interpreter for instructions; (6) large print edition of a test; (7) mark answers in test booklet; (8) read aloud test items; (9) read/reread/simplify/clarify test directions; and (10) test breaks. Each accommodation is explained, research data are provided on the use of the accommodations, controversies relating to the accommodations are discussed, and recommendations regarding the accommodation are provided. The report concludes that there were three accommodations that more than 90 percent of the states allow without limitations: Interpreter for Instructions, Large Print Edition of the Test, and Read/Reread/Simplify/Clarify directions. For these three, the primary concerns relate to the equality of the implementation of the accommodation and to the alignment of the accommodation to the specific student's needs. The Read Aloud accommodation was the most controversial of the most frequently allowed accommodations, with only four states allowing it without limitations. (Contains 75 references.) (CR)

ED 459 572 EC 308 760

Pugach, Marleen C.; Johnson, Lawrence J.
Collaborative Practitioners, Collaborative Schools. Second Edition.
PUB DATE- 02
NOTE- 266p.; Foreword by Stephen Lilly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

unconsciously, by the classroom's environment and its impact on student feelings and social perception. The author discusses how these "codes" reflect each culture's image of the child, cultural values in general, and broad educational goals. Concluding comments explore the implications that these classroom codes have for art educators. (Contains 13 references.) (GR)

ED 459 591 EF 006 018

Bingler, Steven
The School Construction News & Design Share Awards, 2001.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Educational Facilities Design; Elementary Secondary Education; *Public Schools

This document presents winners of the 2001 International School Construction News and Design Share Awards for elementary, secondary, and higher education facilities deemed to represent state-of-the-art designs. Section 1 presents an introduction and a review of the honor award winners. Section 2 includes merit award winners, an explanation of this design competition, and the jurors' critical review. Section 3 presents commentary on post occupancy evaluations by Jeffrey Lackney. (GR)

ED 459 592 EF 006 019

Ridolfi, Giuseppe
Innovation and Standardization in School Building: A Proposal for the National Code in Italy.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; Foreign Countries; Public Schools
IDENTIFIERS- *Building Codes; *Building Standards; Italy

This document discusses the University of Florence's experience and concepts as it developed the research to define a proposal for designing a new national school building code. Section 1 examines the current school building code and the Italian Reform Process in Education between 1960 and 2000. Section 2 details and explains the new school building code. (GR)

ED 459 593 EF 006 027

Lewis, Morgan
Facility Conditions and Student Test Performance in the Milwaukee Public Schools.
SPONS. AGENCY- Council of Educational Facility Planners, International, Scottsdale, AZ.
PUB DATE- 01
NOTE- 21p.; With assistance in preparation by Ed McMilin, Jim Bloom, Aquine Jackson, Christine Lai, Kay Mantilla, Tim McElhatton, Stan Pauli, and Mike Turza.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Analysis (Linguistics); Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Rosch (Eleanor)

This paper examines some of the rarely discussed aspects of Apachean classificatory verb stems with particular reference to Navajo and Western Apache. It is asserted that the concept of prototypes (and associated fuzziness) is useful in a description of Apachean classificatory verb stems, and that it can be used at two logically distinct levels of description: at the level of description of prototypical classificatory verb stems; and at the level of meaning and usage of a particular classificatory stem. (Contains 35 references.) (KFT)

ED 459 615 FL 026 999

Haynes, Lilith M.
Reengineering the ESL Practitioner for Content-Based Instruction.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Curriculum Development; *English (Second Language); Higher Education; *Language Teachers; Questionnaires; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Content Area Teaching

The idea of content-based instruction (CBI) is at odds with the curricula of most English-as-a-Second-Language (ESL) teacher preparation programs. Nor does it fit easily with the skill-based texts and learning packages that are used widely in the field. There is also little agreement about the methods to be used to effect it at various levels of proficiency and across the range of academic settings from kindergarten to grade 16. Accordingly, attempting CBI in the context of an intensive English program that enrolls nearly a thousand academically sophisticated adult students every semester presupposes a massive effort to reorient instructors and reinvent curricula. This paper presents the results of such an experiment conducted over a 7-year period. The findings permit the development of an outline for reengineering the preparation of ESL professionals. Moreover, they suggest guidelines for altering methods used by traditional instructors so that CBI, intensive English language programs, ESL instructors, and a wide variety of students may all enjoy greater professional satisfaction and success. (Contains 24 footnotes, survey/questionnaire, and 2 tables.) (KFT)

ED 459 616 FL 027 100

Li, Wenling, Ed.; Gaffney, Janet S., Ed.; Packard, Jerome L., Ed.
Chinese Children's Reading Acquisition: Theoretical and Pedagogical Issues.
PUB DATE- 02
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Chinese; Elementary Secondary Education; Foreign Countries; *Language Acquisition; Linguistics; *Literacy; Metalinguistics; Morphology (Languages); Phonology;

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accessibility (for Disabled); Community Colleges; *Educational Facilities; *Facility Inventory; Facility Planning; Higher Education; Physical Disabilities; Private Colleges; State Colleges; Tables (Data)

This annual report presents an inventory of higher education facilities in North Carolina and data about their uses of Fall 2000. It provides higher education administrators with a detailed statistical profile of the facilities on their own campuses and to allow for comparative assessment and facilities planning. The report includes data for 112 institutions, including all 16 public senior institutions of the University of North Carolina, 38 private nonprofit colleges and universities, and 58 public community colleges. Data for proprietary institutions are not included. Section 1 describes the utilization of instructional space, with information about capacity/enrollment ratios, average use, and other space factors. Section 2 discusses the characteristics of interior space and describes campus space by use and program. Section 3 describes building characteristics, such as age, condition, and replacement cost. The final section describes the amount and type of facilities accessible those of impaired mobility. (SLD)

ED 459 638 HE 034 526

Schepp, Julie; Padilla, Gina
Fall 2001 Enrollments: North Dakota Institutions of Higher Education.
PUB DATE- 01
NOTE- 67p.; "With assistance from institutional officials." Cover page varies. For the prior year's report, see ED 447 754.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; *Enrollment Trends; Full Time Equivalency; *Higher Education; Part Time Students; Place of Residence; Private Colleges; Tables (Data)
IDENTIFIERS- *North Dakota

The tables in this report present data on fall 2001 enrollment in North Dakota institutions of higher education. The tables are: (1) headcount enrollment; (2) full-time enrollment; (3) total student credit hours of part-time students; (4) full-time equivalent enrollments of part-time students; (5) total of full-time and full-time equivalents of part-time students; (6) full-time equivalent enrollments based on total student credit hours by level of students; (7) total student credit hours by course level; (8) degree credit fall enrollment report, 1992 through 2001; (9) degree credit headcount by all delivery methods and by e-learning; (10) headcount enrollment by tuition residency status; (11) nonresident headcount, undergraduates; (12) nonresident headcount, graduate and professional; (13) headcount by county of residence in North Dakota; (14) headcount enrollment by age; (15) headcount enrollment by race; (16) headcount enrollment by citizenship, veteran status, sex, marital status, transfer status, and for beginning freshmen; and (17) private and tribal colleges, headcount enrollments by race/ethnicity and sex. (SLD)

ED 459 639 HE 034 527

Hoffer, Thomas B.; Dugoni, Bernard L.; Sanderson, Allen R.; Sederstrom, Scott; Ghadialy, Rashna; Rocque, Peter
Doctorate Recipients from United States Universities: Summary

Administration; Educational Practices; Higher Education; *Leadership

This handbook provides guidance about controlling and directing an academic career by suggesting systematic approaches to key areas of responsibility and activity. It explores management and leadership in higher education, developing and promoting research and teaching, and coping with the changing university environment. The chapters of part 1, "The Turbulent Environment," are: (1) "The International Context for UK Higher Education" (Robin Middlehurst); (2) "The Impact of National Developments on Institutional Practice" (Rob Cuthbert); and (3) "The Student Experience" (Rob Shorrock). The second section, "Running the Business," includes: (4) "Strategic and Operational Planning" (Tom Kennie); (5) "The Ethical Manager: Working with and through Colleagues" (Anne Gold); and (6) "Managing the Human Resource Function" (Catherine Haines and Steve Ketteridge). Part 3, "Creating Intellectual Wealth," contains: (7) "Managing Postgraduate Research Degrees" (Stan Taylor); (8) "Managing High-Impact Research Groups" (Ewan Ferlie, Janet Harvey, and Andrew Pettigrew); and (9) "Developing a Strategic Culture for Research" (Ken Young). "At the Digital Chalk-Face," part 4, contains: (10) "Revitalizing and Renewing the Curriculum" (Heather Fry and Keith Trigwell); (11) "Learning from Quality Assessment" (George Gordon); (12) "Teaching for Diversity and Retention: The Example of Students with Disabilities" (Alan Hurst); and (13) "Harnessing Information Technology for Learning" (Su White and Hugh Davis). The final section, "The Harsh Reality," contains: (14) "Career-Long Competence: Unattainable Ideal or Professional Requirement?" (Gus Pennington and Brenda Smith); and (15) "Making Choices: Routes to Success" (Steve Ketteridge, Stephanie Marshall, and Heather Fry). Most of the chapters contain references. (SLD)

ED 459 661 HE 034 553

Brown, Lionel H.
Internship Experience as Part of the Urban Leadership Program.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Educational Administration; Educational Experience; Higher Education; *Instructional Leadership; *Internship Programs; *Urban Education
IDENTIFIERS- *University of Cincinnati OH

This paper describes the winter quarter internship program that is part of the Urban Educational Leadership (UEL) Program of the University of Cincinnati. The internship program is designed to help students gain knowledge and understanding of urban education leadership and issues in the lives of urban youth. It aims to provide students with a quality learning experience that engages them in preparation for urban educational leadership through practice. UEL students are required to work outside of their schools and choose a project or experience that will cause them to work at several central office jobs or at a school. The focus is on urban districts in Ohio and Kentucky. Students plan and coordinate a project in an urban environment, lead it in an atmosphere of collaboration, participate in seminar sessions throughout the project, and maintain a reflective journal of their experiences. When including evaluating a technology program, technology assessment surveys, and technology standards for continuous student assessment. Appendices include a glossary and a list of resources for acceptable use policies, assessment and accountability, assistive technology, Web site accessibility, curriculum integration, distance education, funding, hardware suppliers, international collaboration on the Web, legal issues, professional development, school Web site design, technology planning and implementation, telementoring, virtual schools, and Web safety. (Includes an index.) (MES)

ED 459 681 IR 020 882

Monteith, Moira, Ed.
IT for Learning Enhancement. Revised Edition.
PUB DATE- 00
NOTE- 190p.; Published by Intellect Books.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; *Educational Technology; Elementary Secondary Education; Information Literacy; *Information Technology; Internet; Multimedia Instruction; Multimedia Materials; *Telecommunications
IDENTIFIERS- *Technology Implementation

This book focuses on the use of ICT (Information and Communications Technology) in education. The book addresses the interface of home and school, encourages the development of thinking skills, considers the establishment of good practice for young learners, and examines the changes in learning approaches for students of all ages. The following articles are included: "Introduction: Riding the Tiger" (Moira Monteith); "Encouraging Exploratory Talk around Computers" (Rupert Wegerif and Lyn Dawes); "Making Groups Work" (Jean Underwood); "Picture Information Literacy" (Stephen Marcus); "Using the Computer at Home" (Toni Downes); "The Place of Learning" (Moira Monteith); "New Writers, New Audiences, New Responses" (Chris Abbott); "The Value of Passive Software in Young Children's Collaborative Work" (Helen Finlayson and Deirdre Cook); "Children in Control" (Carol Fine and Mary Lou Thornbury); "New Ways of Telling: Multimedia Authoring in the Classroom" (Bill O'Neill); "Educational Multimedia: Where's the Interaction?" (Noel Williams); and "Explorations in Virtual History" (Jonathan Grove and Noel Williams). Most papers contain references. (Includes an index.) (MES)

ED 459 682 IR 020 983

November, Alan
Empowering Students with Technology.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Information Literacy; *Instructional Development; Reflective Teaching; Student Role; Teacher Role; World Wide Web

CNN Newsroom Classroom Guides, January 2002.
PUB DATE- 01
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: tensions escalate between Pakistan and India, (January 3-4); the South Asian Regional Cooperation Summit comes to an end and tensions remain high on the India-Pakistan border, U.S. senators meet with Afghanistan's interim leader, Pakistanis prepare for war, military officials prepare for the arrival of al Qaeda and Taliban detainees, and a group of U.S. special forces is sent to the Philippines (January 7-11); India reacts to Pakistan's promise to eradicate terrorism and many Pakistanis are pleased with President Musharraf's approach, a shareholder's lawyer accuses Enron executives of "cooking the books," the New York Stock Exchange moves to de-list Enron stock, U.S. Secretary of State Colin Powell travels to India and Pakistan, and accounting practices and a "crisis of confidence" in the wake of Enron (January 14-18); nations pledge billions of dollars to rebuild Afghanistan, Kmart files for bankruptcy, American Taliban fighter John Walker Lindh arrives in the U.S., and John Walker Lindh makes his first U.S. court appearance (January 22-25); U.S. Defense Secretary Rumsfeld visits Camp X-Ray, Afghan interim leader Hamid Karzai visits the U.S., President Bush delivers his State of the Union Address, and Interim Afghan leader Hamid Karzai tours Ground Zero (January 28-31). (AEF)

ED 459 700 IR 021 059

Latimer, Christopher P.
Government Information Focus. The Digital Divide: Understanding and Addressing the Challenge.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Computers; Access to Information; *Information Technology; *Internet; *Technological Literacy; Telecommunications; Users (Information)
IDENTIFIERS- *Access to Technology; *Digital Divide

This report discusses the challenges of the Digital Divide. Part I examines the issues concerning access as it relates to schools, communities, free Internet service providers, and broadband. Part II defines technological literacy and how it pertains to the Digital Divide debate. Part III examines those who are affected by the divide and determines whether solutions that address access and technological literacy may remedy the problem. This section also briefly examines the current statistics concerning those impacted by the Digital Divide and compares the findings through a small sample. Topics covered

Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; Foreign Countries; Legislators; *Library Development; Library Materials; *Library Role; *Library Services; Reading Materials; *School Libraries; Workshops
IDENTIFIERS- Zimbabwe

The school library plays a crucial role in the teaching and learning process. Every school, therefore, needs a properly organized library to ensure access to information. However, most countries do not have legislation that makes it mandatory for every school to have a library. In countries like Zimbabwe individual schools have made their own initiatives, resulting in some schools having well-developed libraries, while others to not have anything that resembles a library. This paper is based on a school library advocacy initiative being undertaken by the Junior Council of the City of Harare that seeks to: (1) create an awareness of the situation of school libraries in Zimbabwe through the production of a documentary; (2) collect reading material for distribution to selected disadvantaged schools; (3) raise funds for the purchase of more reading material; and (4) advocate through workshops for members of Parliament for positive legislation that provides room for the development of school libraries. Some notable achievements have been made since the inception of the project toward the end of 2000, and more seems likely to be achieved as great interest has been expressed by many, including the corporate world. (MES)

ED 459 720 IR 058 214

Ornholt, Ruth
Mobile Libraries in the Scandinavian Countries: Development in View of Legislation and Financial Support.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bookmobiles; Economic Factors; Foreign Countries; Grants; Legislation; *Library Development; *Library Funding; *Library Services
IDENTIFIERS- Historical Background; Scandinavia

In 2000, Stately grants, earmarked to cover 50% of operational costs and purchases of mobile libraries in Norway, were proposed to be canceled. An intense lobby resulted in a transfer of operational costs to block grants. Grants toward the purchase of mobile libraries in Norway no longer exist. This paper discusses whether it is possible during economically hard times to maintain and even expand mobile library services. It addresses whether mobile libraries are a well-intentioned phenomenon that should be the first to go in difficult times, or whether this kind of service is so valuable that it will survive even fundamental changes within the financial and political framework. The paper looks into the history of Scandinavian mobile libraries to see what impact library

NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; Foreign Countries; Library Services; Library Surveys; *National Libraries; Standards; World Wide Web
IDENTIFIERS- Central America; Legal Deposit; National Bibliographic Service; *National Bibliographies; North America; Oceania; South America; Timeliness; United States

This paper discusses the findings of a survey that examined the national bibliographies of 81 countries in Europe, North America, Central America, South America, and Oceania. Results are presented in the following areas: (1) the connection between legal deposit laws and national bibliographies; (2) coverage and scripts of the national bibliographies; (3) formats of the national bibliographies; (4) national bibliography information on the World Wide Web; (5) timeliness of the bibliographies; (6) information in the bibliography on the bibliography; (7) arrangement of the bibliography; and (8) international standards and principles used by the bibliography. (MES)

ED 459 741 IR 058 235

Johnson, Ian M.
Research and International Technical Cooperation Programmes.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Developed Nations; Developing Nations; *Educational Development; Foreign Countries; Higher Education; *Information Science Education; Information Services; International Cooperation; International Programs; *Library Schools; Library Science; *Research and Development; Role

This paper represents work in progress that considers the role of research in international development programs undertaken to establish and develop schools of librarianship and information science, and some of the possible reasons why many have failed to develop once the external support was terminated. It notes that the development of a research profile rarely featured in previous activities and contrasts this with other disciplines in which the research capacity has made university departments critical to social and economic progress. It notes the real and imaginary obstacles to research and to international cooperation and outlines the benefits to individuals and institutions of engaging in this type of international collaborative research. Finally, it urges a combined effort to take advantage of the current global interest in information transfer to persuade the funding agencies to support the schools' efforts to develop and apply research expertise that substantiates the role of information and information services

NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Information Management; Information Seeking; *Information Skills; *Information Systems; *Instructional Design; Librarians; *Library Instruction; *Library Role; Training; *User Needs (Information)
IDENTIFIERS- *Knowledge Management

This paper discusses the potential role of librarians in user education and training in the context of knowledge management (KM) initiatives. The paper first summarizes the results of a recent study of KM systems that found a high failure and disappointment rate, with more than half of the failures attributable to inadequate user training and education. The following two background issues are reviewed: the importance of rich communications, browsing, and serendipity; and the phenomenon that information workers, from researchers to managers, tend to consistently spend 20-25% of their work time in information seeking. User education and training are summarized for two KM domains, i.e., directed information/knowledge search and serendipity/browsing. Recommendations for the role of the librarian in user education and training are offered for three KM strategies (i.e., harvesting, hunting, and harnessing/hypothesizing): teaching database searching; teaching database mining; training users on the use of current awareness services; and teaching the use of groupware. The following key lessons for librarians are listed: (1) design the training and user education program first; (2) train users for directed information and knowledge search; (3) facilitate serendipity and browsing; (4) call it, and think of it, as "coaching," not user training or education; and (5) don't just show how--tell why. (Contains 14 references.) (MES)

ED 459 763 IR 058 257

Jussilainen, Maija
Knowledge Management at the Finnish Government: Now, Never or Later.
PUB DATE- 01
NOTE- 12p.; In: IFLA Council and General Conference: Conference Proceedings (67th, Boston, Massachusetts, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Government (Administrative Body); *Information Management; *Information Networks; *Information Systems; Strategic Planning; Systems Development
IDENTIFIERS- Finland; *Intranets; *Knowledge Management; Reform Efforts

In this paper, knowledge management is seen as an element of strategic management for which the highest level of the organization is responsible. Knowledge management is discussed in the framework of the current reform of the central government in Finland. The main goals of the reform are to strengthen the cooperation in the central government, to develop strategic planning and its tools, and to develop resources, including production and distribution. The fifth section considers the concept of a national bibliographic survey for online items. (MES)

ED 459 784 IR 058 279

Feret, Blazej; Kay, Michael
eIFL (Electronic Information for Libraries): A Global Initiative of the Soros Foundations Network.
PUB DATE- 01
NOTE- 27p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. With cooperation from Anna Maria Balogh, Peter Szanto, and Sam Brooks.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Consortia; *Databases; *Developing Nations; Electronic Journals; Evaluation Criteria; Foreign Countries; Information Needs; *Information Services; International Programs; Library Surveys; Questionnaires
IDENTIFIERS- *Electronic Resources

This paper presents the history, current status, and future development of eIFL (Electronic Information for Libraries Direct)--a large-scale project run by the Soros Foundations Network and the Open Society Institute. The project aims to provide libraries in developing countries with access to a menu of electronic information resources. In 1999, the project launched its first successful service--access to EBSCO's databases in social sciences, humanities, business, economics, and medicine. By the beginning of 2001, more than 2,000 libraries in 39 countries were in the process of forming national consortia to ensure funding for the regular and continued access to these databases. The next phase of the project will include the addition of science and technology full-text journals and the development of local content. The paper also describes the evaluation and selection criteria that were used to choose the services. Appendices include a list of evaluation criteria for choosing a social sciences full text provider and a copy of the survey used to assess the information needs of the consortium. (Author/MES)

ED 459 785 IR 058 280

Sanville, Thomas J.
Use of Electronic Journals in OhioLINK's Electronic Journal Center.
PUB DATE- 01
NOTE- 24p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; *Electronic Journals; Higher Education; *Information Services; *Journal Articles; *Library Networks; Tables (Data); Use Studies
IDENTIFIERS- *Electronic Resources; *OhioLINK

institutions was welcomed by most countries in Africa with a messianic zeal. However, most of these countries, particularly those in the Sub-Sahara region, were unable to correspondingly match their zeal with concrete efforts aimed at enunciating and implementing the policy. This situation is not unconnected with mitigating factors and certain development peculiarities of some of the countries, which are discussed in this paper. Against the background of the above factors and peculiarities, most countries in the sub-region suddenly found themselves at a crossroads with the emergence of the information society that is typified by the increasing prevalence and convergence of information and communications technologies (ICTs). Thus the need for these countries to reappraise the concept of NIP and to embrace the national information and communications infrastructure (NICI) initiative is discussed in the wider context of national and regional development objectives. The challenges of the knowledge age are also articulated in the light of the way forward for development in Africa. The paper concludes that the alternative to African countries' failure to address these challenges will be for them to remain attached to the apron string of donor agencies and countries in perpetuity. (Contains 13 references.) (Author/MES)

ED 459 805 IR 058 300

Gorman, Michael
Privacy in the Digital Environment--Issues for Libraries.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Adapted from the author's publication, "Our Enduring Values" (2000), American Library Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Ethics; *Information Technology; Integrated Library Systems; Laws; Legislation; *Libraries; Library Associations; Library Automation; *Library Policy; *Policy Formation; *Privacy; Technological Advancement; Users (Information)
IDENTIFIERS- American Library Association; Historical Background; Library Bill of Rights; Library Computer Systems; Technology Utilization

This paper discusses issues for libraries related to privacy in the digital environment. The first section defines the meaning of privacy. The second section discusses the impact of technology and the use of technology, including principles issued by the U.S. Department of Health, Education, and Welfare in 1973 that still provide a basis for humane and responsible collection and retention of personal data. The third section provides background on the history of privacy from the 18th century to the present. The fourth section addresses the present and future of privacy, including trends in the protection of privacy, federal laws affecting privacy, a European Union directive on data protection, and U.S. Department of Commerce statement of principles related to privacy that covers notice, choice, onward transmission, security, data integrity, access, and enforcement. The fifth section considers the relation between privacy and libraries, including automated library systems and access to electronic resources. The sixth section discusses privacy in action, focusing on an American Library Association interpretation of

*Prisoners; *Student Attitudes; Student Motivation

A study was conducted to determine why such a small number (less than 2 percent) of the approximately 9,000 adult male prisoners housed in the 3 complexes of the California Institution for Men (Chino, California) in the mid-1980s were actively participating in the college program offered at the prison sites. Data were collected through interviews with several prison administrators, staff, and inmates. The study determined that only about 3,000 men were actually housed at the facilities at any one time and that only about 60 percent of them were eligible for the college program. So 10 percent of the prison population, not less than 2 percent actually participated. Reasons for lack of participation stemmed from an overall anti-college bias on the part of administrators and inmates. College programs were not widely publicized, so that inmates often did not know about the programs or were discouraged from registering. For those who did register, long hours on prison jobs, trouble in the prison, administrative snafus, or transfers often prevented them from attending class regularly. In addition, most of the administrators preferred that prisoners attend vocational programs that were directly useful to the prison system, while others were resentful of prisoners having a chance to go to college. Prisoners who were seen as "smart" by participating in the program faced coercion or violence from other inmates. Finally, participating in the college program often reduced the inmates' time off for working and, therefore, resulted in longer prison stays a powerful deterrent to their participation. (KC)

ED 459 315   CE 082 357

Comings, John; Reder, Stephen; Sum, Andrew
Building a Level Playing Field: The Need To Expand and Improve the National and State Adult Education and Literacy Systems. NCSALL Occasional Paper.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adult Basic Education; *Basic Skills; *Citizen Role; Disadvantaged; Economic Impact; Educational Resources; *Employee Responsibility; Equal Opportunities (Jobs); *Family Role; Federal Aid; Federal Government; Government Role; High School Equivalency Programs; Instructional Improvement; Job Performance; Job Skills; Labor Force Development; Lifelong Learning; *Literacy Education; Occupational Information; *Outcomes of Education; Program Improvement
IDENTIFIERS- From the Margins to the Mainstream; General Educational Development Tests; *Workforce Investment Act 1998

In the new economy, Americans need a strong foundation of basic skills and education to succeed in their adult roles as workers, family members, and citizens. Analysts estimate over 20 percent of Americans lack the foundation of basic skills and education they need. One way to understand how basic skills lead to success in the 21st century is to look at the demand for them in work, family, and community settings. In work, the need to apply basic skills to changing situations requires a higher level of fluency, speed, and accuracy. Changes in family life require adults to use their literacy and math skills to acquire information and build a base of knowledge for decisions standpoint of their implications for adult continuing education and program planning. Fifteen second-year nursing students, college faculty, and the nursing director were interviewed. The following were among the key findings: (1) CBI is helpful in learning and applying theory because it helps reinforce class content, provides new information and perspectives, is interactive and multisensory, and accommodates different learning styles; (2) CBI is not helpful in developing nursing skills because it lacks hands-on activities; and (3) problems associated with CBI include too many assignments, equipment malfunctions, problems related to access to the computer lab, and excessive noise and overcrowding in the computer lab. The findings indicated that CBI should be applied to appropriate content areas, make reasonable demands on students, and occur in an environment with minimal distractions. (Thirteen tables/figures are included. The bibliography contains 83 references. The following are among the items are appended: demographic information about the student nurses; the student informed consent form; the study interview guides and nursing faculty focus group questionnaire; the faculty questionnaire results; guidelines for direct observation in nursing laboratories; and codes supporting three major metapolicies.) (MN)

ED 459 331 CE 082 684

Mangum, Garth; Mangum, Stephen; Sum, Andrew
A Fourth Chance for Second Chance Programs: Lessons from the Old for the New. Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Programs; At Risk Persons; Career Education; Demand Occupations; *Disadvantaged; *Dislocated Workers; Education Work Relationship; Educational Finance; Educational Legislation; Educational Needs; Emerging Occupations; Employment Opportunities; *Employment Programs; Employment Qualifications; Equal Opportunities (Jobs); Federal Legislation; Government School Relationship; Job Placement; Job Training; *Labor Force Development; Labor Needs; Literacy Education; Needs Assessment; On the Job Training; Partnerships in Education; Postsecondary Education; Poverty; Program Effectiveness; *Public Policy; Public Sector; Secondary Education;
IDENTIFIERS- Carl D Perkins Vocational Technical Educ Act 1998; Comprehensive Employment and Training Act; Job Training Partnership Act 1982; Living Wage; Manpower Development and Training Act; *Second Chance Programs; Workforce Investment Act 1998

The 36-year effort to provide a second chance at labor market success for disadvantaged and dislocated youth and adults was reviewed. The following issues were considered: (1) current legislative proposals; (2) lessons from past employment and training programs; (3) the labor market challenges faced by young adults, older workers, dislocated workers, immigrants, and welfare recipients; (4) employment opportunities and job requirements; (5) requirements for a fourth chance for second-chance programs; (6) initiatives facilitating earning a family-sustaining wage; and (7) needed legislative changes. The data indicated that past efforts have generally experienced modest limitations on action to improve a supply-demand mismatch, costs of an IT worker shortage, and international considerations. Chapter 4 evaluates whether there is a shortage of IT workers and determines that data are inadequate to ascertain a national supply-demand mismatch. Chapter 5 describes an extensive supply system, including majors in 20 IT-related disciplines at the associate, bachelor's, master's, and doctoral degree levels and majors in science, engineering, business, and non-technical disciplines. Chapter 6 looks at non-degree programs as a supply system. Chapter 7 focuses on underrepresentation of women, minorities, and older workers in the IT workforce. Chapter 8 focuses on seed-corn issues, whether the strong industrial demand for IT workers is harming the educational system. Chapter 9 discusses data sources and their limitations. Chapter 10 offers recommendations for federal and state governments, higher education, industry, professional societies, and individuals. (YLB)

ED 459 347   CE 082 722

Jarvis, Peter
Learning in Later Life: An Introduction for Educators & Carers.
PUB DATE- 01
NOTE- 162p.; Foreword by Mary Alice Wolf.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Development; Adult Education; Adult Educators; *Adult Learning; Age Differences; Aging (Individuals); Caregiver Role; Caregiver Training; Caregivers; Christianity; Cognitive Ability; Cognitive Development; Continuing Education; Definitions; Developmental Stages; Educational Attitudes; Educational Benefits; Educational History; Educational Trends; Empowerment; Experiential Learning; Foreign Countries; *Learning Processes; Life Events; Life Satisfaction; *Lifelong Learning; Mental Health; Mentors; *Middle Aged Adults; *Older Adults; Older Workers; Physical Disabilities; Postsecondary Education; Preretirement Education; Religion; Research; Retirement; Self Actualization; Spirituality; Tea Dementia; *Learning Society; United Kingdom; United States
IDENTIFIERS- Dementia; *Learning Society; United Kingdom; United States; Universities of the Third Age

This book, which incorporates information gathered through research in the United Kingdom and the United States, explores the nature and importance of learning throughout the human life cycle. The following are among the topics examined: (1) learning and third age education (the emergence of education for adults, third age education); (2) learning and the learning society (learning processes, the social situation, the learning society); (3) learning, being, and aging (aging and maturing, aging and biography); (4) learning from experience and experienced learners (learning from experience, more experienced learners, older learners being taught); (5) learning to retire (the stages of life, retirement, preretirement education); (6) learning after retirement (learning to be free, learning a new identity, continuing learning); (7) learning new work roles (continuing to work, elders as mentors, volunteering, older people as researchers); (8) learning meaning and wisdom; (9) learning spirituality (religion and Christianity, spirituality); (10) learning and curriculum issues; (5) staff development and organizational change; and (6) equal opportunities. Each section includes some or all of the following: examples of good practice; case studies; and checklists. The conclusion recaps the guide's objectives and key messages. A section entitled "Resources" presents various supplementary materials, including the following: examples of stereotyping and strategies for combating stereotyping; information about the role of faith and spirituality in black and minority ethnic people's lives; strategies for creating organizational change; a questionnaire on equal opportunities in the workplace; a checklist for improving access; an exploration of the implications of equal opportunities issues within the curriculum; a diversity quiz; good practices in developing appropriate resources; and factors to consider when evaluating, developing, and selecting suitable learning materials. A glossary and lists of 36 suggested publications are included. (Contains 24 references.) (MN)

ED 459 364 CE 082 753

Aldridge, Fiona
Divided by Language: A Study of Participation and Competence in Languages in Great Britain Undertaken by NIACE.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).; Department for Education and Employment, London (England).
PUB DATE- 01
NOTE- 58p.; Also supported by the Nuffield Languages Inquiry. Study conducted as part of Adult Learners' Week.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Bilingualism; Blacks; Communicative Competence (Languages); Comparative Analysis; Competence; Educational Attainment; Enrollment Influences; *Enrollment Trends; Ethnic Groups; Foreign Countries; French; Futures (of Society); German; Hindi; Internet; Italian; Japanese; *Language Proficiency; Linguistic Competence; Minority Groups; National Surveys; *Participation; Portuguese; Punjabi; Questionnaires; Regional Characteristics; Russian; *Second Language Learning; Sex Differences; Socioeconomic Status; Spanish; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Tables (Data); Trend Analysis; Urdu; Welsh; World Wide Web
IDENTIFIERS- *Great Britain

A representative sample of 4,000 adults aged 16 and over in all three nations of Great Britain were surveyed regarding the languages they currently speak, their current participation in language learning, and their future language-learning intentions. The following were among the key findings: (1) 29% of adults can speak one foreign language, and 13% can speak two or more; (2) 15% of adults are bilingual; (3) men and women speak equal numbers of languages; (4) social class has a major impact on the number of languages spoken; (5) 45% of Britain's black and minority ethnic communities speak more than two other languages compared to 11% of white adults; (6) only 5% of adults are currently learning a language; (7) participation in language learning is highest among young adults; (8) 44% of adults would like to learn a language if they had the time and opportunity; and (9) French remains the primary foreign language learned in Britain. (Forty tables/figures are included. Twelve recommended publications and World Wide Web sites are listed. The following items are appended: technical information about the survey; notes on the document's tables; a

The Encultured Body: Policy Implications for Healthy Body Image and Disordered Eating Behaviours.
SPONS. AGENCY- Australian Dept. of Health and Ageing, Canberra.
PUB DATE- 00
NOTE- 174p.; Funded under the National Mental Health Strategy. Australian Department of Health and Ageing formerly Commonwealth Department of Health and Aged Care.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Anorexia Nervosa; *Body Image; *Bulimia; *Eating Disorders; Family Relationship; Females; Foreign Countries; *Mass Media Role; *Physical Health; Psychological Patterns; Social Influences
IDENTIFIERS- Australia

The purpose of this publication is to provide discussion of some of the most difficult and controversial issues surrounding body image and eating disorders, specifically, anorexia nervosa and bulimia nervosa. It includes contributions from a number of nationally and internationally recognized clinicians and researchers in the field. It also incorporates valuable contributions from community workers and consumers associated with body image and disordered eating issues. Part 1, "Challenging the Body Culture," includes a chapter that presents recommendations for action, along with a chapter that introduces the issues associated with body image and disordered eating behaviors. Part 2, "Social Factors and the Body Culture," deals with issues related to socio-cultural concerns: media, cosmetic surgery, and other emerging issues related to body culture and eating disorders. Part 3, "Treatment Issues--A Multidisciplinary Perspective," discusses the treatment of eating disorders from a number of clinical perspectives, such as psychiatry, nutrition, psychology, and nursing. Part 4, "Community Voices," presents material relating to "at-risk industries," community organizations, and personal stories and poems of "lived experience" as a sufferer, partner, parent, or sibling. The Epilogue encapsulates the tragedy and frustrations of the many families, careers, and professionals who have been touched by this public health issue. (Contains 12 tables over 590 references.) (ADT)

ED 459 386 CG 031 426

Focus on Inhalants.
PUB DATE- 94
NOTE- 25p.; Theme issue. Published 4 times during the school year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Health Education; *Lesson Plans; Public Health; Secondary School Students; Substance Abuse
IDENTIFIERS- *Inhalants

The use of inhalants is a major health concern among the school-age population. Information presented in this publication dispels the myths about inhalant use and presents common warning signs that alert teachers to a student's use. The short- and long-term effects of inhalant use are described to shed light on the health risks involved. Lesson plans are presented for students in grades K-12 on the themes of warning signs, harmful effects, and common misconceptions about household products. (JDM)

Washington, DC.
PUB DATE- 01
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Involvement; *Delinquency; Intervention; *Juvenile Gangs; National Surveys; Peer Groups; Prevention; School Safety; *Secondary School Students; Secondary Schools; Sex Differences; Tables (Data); *Violence

This report describes approaches used by schools to prevent or reduce gang involvement among schools. The study of gang prevention and intervention builds on a large-scale National Study of Delinquency Prevention in Schools. A sample of 1,279 schools participated in the study. Overall, 7.6% of the male and 3.8% of the female secondary students reported that they had belonged to a gang. A description is provided of students' involvement with gangs, the characteristics of students who are involved with gangs, and the extent and correlates of gang problems in schools. An explanation is also given of what and how much is being done in schools to prevent or reduce gang-related problems, and to assess how well these prevention and intervention activities are being performed. It identifies features of prevention and intervention activities that local schools and communities can consider to strengthen their programs. Tables are used throughout to explain the types of gang prevention activities available in schools. (Contains 2 appendixes, 36 tables, and 149 references.) (JDM)

ED 459 409 CG 031 458

Gottfredson, Gary D.; Gottfredson, Denise C.; Czeh, Ellen R.; Cantor, David; Crosse, Scott B.; Hantman, Irene
National Study of Delinquency Prevention in Schools. Final Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Department of Justice, Washington, DC. Bureau of Justice Assistance.; Department of Education, Washington, DC. Planning and Evaluation Service.; Department of Justice, Washington, DC. National Inst. of Justice.
PUB DATE- 00
NOTE- 546p.; Appendix I (Questionnaires) is not available from ERIC.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; *Delinquency; Educational Environment; High Risk Students; Intervention; Models; National Surveys; Peer Groups; Prevention; *School Safety; *Secondary School Students; Secondary Schools; Violence

This project was undertaken to develop a comprehensive account o the levels of problem behaviors in schools. It also looked at what schools do to prevent problem behaviors and how they promote a safe and orderly environment. Chapter 1 provides an introduction to the study and explains some school-based interventions such as social competency programs, behavior management programs, and environmental competence in guardianship. Chapter 2 describes the nature and extent of problem behavior in schools, and presents information about student and teacher perceptions about the safety of their

Instruction; *Culturally Relevant Education; *Literacy; Primary
Education; *Reading Instruction; Reading Motivation; Reading
Strategies
IDENTIFIERS- Contextualized Instruction; Learning Environments

This report addresses the question of whether culturally specifi strategies are an effective means for literacy instruction, and how a culturally specific computer-based architecture, the "Lyric Reader," takes advantage of children's existing knowledge and experience to motivate them to read. Given the reading difficulties experienced by many American children and the increasing diversity of the nation's student population, educators are recognizing that reading instruction must take advantage of the knowledge and experiences that individual children bring to the classroom. The report describes a computer-based architecture entitled "Lyric Reader" that combines reading strategies, motivating activities, and personalized guidance with popular rap music and children's song lyrics to present contextualized reading instruction--exemplified by two of its applications, "Rappin' Reader" and "Say Say Oh Playmate." The two are contrasted to show how "Lyric Reader" facilitates pedagogically consistent but contextually unique environments for beginning readers. A third application, "Nursery Rhyme Reader," is under development, as is a tool suite that will allow non-programmers to develop new "Lyric Reader" programs, tasks, and content. Includes 8 figures, 9 tables, and 5 notes. (Contains 18 references.) (NKA)

ED 459 430 CS 014 560

Paris, Scott G.; Paris, Alison H.; Carpenter, Robert D.
Effective Practices for Assessing Young Readers. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Informal Reading Inventories;
Primary Education; *Reading Comprehension; *Reading Skills;
*Student Evaluation; Teacher Surveys
IDENTIFIERS- Reading Fluency

This report addresses how reading comprehension can be assessed when children have limited decoding skills. Successful teachers use reading assessments for many purposes. A Center for the Improvement of Early Reading Achievement (CIERA) survey of 496 teachers in "beat the odds" schools revealed that they use many informal reading tasks to assess children's skills, knowledge, and fluency on a daily basis. They use "internal" assessments under their control more often than "external" assessments created by publishers or mandated by others. Paradoxically, teachers believe that administrators give more attention to external, high-stakes assessments than the internal assessments of daily work that are linked to instruction. It is also paradoxical that teachers report their training for internal assessments as "Good" but their training to use external assessments was only "Fair." This report outlines the benefits of a developmental approach to early reading assessment based on teachers' internal assessments that are tailored selectively for children and the curriculum. (Contains 4 tables, guidelines for assessment with children 3-8 years of age, and 26 references.) (NKA)

ED 459 431 CS 014 561

instruction and a lack of phonological/phonemic awareness skills. A review of the solution strategies suggested through literature reviews, combined with the problem, resulted in the selection and identification of two categories for intervention: implementation of explicit phonological/phonemic instruction and literacy acquisition through the instructional focus of reading strategies and skills. These reading interventions were delivered over a 15-week period, in small groups of 5-6 children. Post intervention data indicated and increase in students' phonemic awareness and literary abilities. The data showed increased understanding of reading and comprehension strategies. (Contains 66 references and 8 figures of data. Survey instruments are attached.) (RS)

ED 459 450 CS 014 603

St. John, Edward P.; Loescher, Siri Ann
Improving Early Reading: A Resource Guide for Elementary Schools.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.; Lilly Endowment, Inc., Indianapolis, IN.; Office of Educational Research and Improvement (ED), Washington, DC.; North Central Regional Educational Lab., Naperville, IL.
PUB DATE- 01
NOTE- 330p.; Written with the assistance of associates.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Elementary Education; Grants; *Reading Instruction; *Reading Programs; Resource Materials
IDENTIFIERS- *Indiana; Reading Recovery Projects

Indiana's Early Intervention Grant Program (EIGP) provides funding for Reading Recovery and other early interventions focused on improvement in early reading programs (Grades 1-5). This resource guide provides information that schools in Indiana can use to plan for proposals for EIGP and other grant programs, such as comprehensive school reform (CSR). The guide has four parts plus appendixes. Part I: The Resource Guide provides background on research-based reading reforms, early reading interventions, comprehensive reforms, Indiana Academic Standards for reading, and suggestions for using the guide. Part II: Early Reading Interventions compares the program features of targeted interventions (e.g., Early Steps, Reading Recovery) and classroom-based interventions (e.g., Four Blocks, Literacy Collaborative). Part III: Comprehensive School Reforms compares two types of comprehensive reforms that include a focus on early reading; process-oriented reforms (e.g., Accelerated Schools Project) and curriculum-based reforms (e.g., Success for All). Part IV: Assessing Early Reading Programs consists of a step-by-step guide for assessing early reading programs and developing a grant proposal. Appended are a glossary of program features; an early reading and literacy classroom survey; and charts showing program features related to standards. (NKA)

ED 459 451 CS 217 545

Haswell, Richard H., Ed.
Beyond Outcomes: Assessment and Instruction within a University Writing Program. Perspectives on Writing: Theory, Research,

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *Instructional Effectiveness; *Listening Comprehension; Primary Education; Prior Learning; Reading Aloud to Others; Story Grammar
IDENTIFIERS- *Book Talks; Trade Books

The purpose of this study was to investigate what effect providing supplemental background knowledge in the form of a book talk would have on first graders' listening comprehension following a read aloud. Research shows that providing background knowledge creates a foundation and/or builds upon previously set schema on which further information can be placed. This study asked whether specifically addressing information contained within a read-aloud trade book during a pre-reading book talk would create significant short-term schema that would later become activated during listening comprehension. From a class of 20 first grade students (all of whom heard all treatment titles read), 6 students, representing a cross section of the class population, were post-tested after the readings. Six titles were delivered, the initial three were read with no book talk, while the second set of three were accompanied by a book talk, props, and theatrics. The post-test for each of the titles consisted of two vocabulary words gleaned from the book text as well as two literal and two inferential questions. The post-test showed significant improvement in the students' listening comprehension using the treatment conditions over the control conditions. (Contains 60 references and 4 tables of data. Appendixes contain: the survey instrument keys and book talks; literature used in the session; rubric instruments used to score post-tests; survey instruments; and full transcription.) (Author/RS)

ED 459 471 CS 217 775

Reimer, Casey Nicolle
Strategies for Teaching Writing to Primary Students Using the Writing Process.
PUB DATE- 01
NOTE- 62p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; Editing; Elementary Education; *Instructional Effectiveness; Literature Reviews; *Process Approach (Writing); Spelling Instruction; *Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research

The challenge of effective writing instruction was investigated by means of a literature review. Writing, as a part of the field of Language Arts, comprising reading, writing, listening and speaking, takes more than teaching spelling, grammar, and other writing conventions for students to develop as writers. The writing process--prewriting, writing, sharing/responding, revising, editing, and publishing--is a successful strategy utilized to teach children to write. Mini-lessons are used to teach students the steps in the writing process along with strategies to improve as writers. The research on the success of using the writing process was found through published books, articles, workshops, and the author's personal experiences. (Contains 40 references.) (Author/RS)

ED 459 472 CS 217 776

ED 459 490 CS 510 707

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Public Relations Division.
PUB DATE- 01
NOTE- 453p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; Career Counseling; Corporations; *Cultural Differences; Employer Employee Relationship; Foreign Countries; Global Approach; Higher Education; International Organizations; *Journalism Education; Persuasive Discourse; *Public Relations; Sex Differences; Sex Discrimination; Social Responsibility; Student Attitudes; Student Recruitment; *World Wide Web
IDENTIFIERS- China; *Media Coverage; Mexico; Risk Communication; South Korea

The Public Relations section of the proceedings contains the following 11 selected papers: "If We Build It, Will They Come? Testing the Theory of Planned Behavior as a Predictive Model for Use in Determining How Career Counseling Centers Can Better Promote Their Facilities and Services" (Carolyn Ringer Lepre); "Student Preferences for University Recruiting Brochure Designs" (Ann Befort and Roger C. Saathoff); "Investigating Corporate Social Responsibility: A Content Analysis of Top Chinese Corporate Web Pages" (Shu Peng); "The Effect of the World Wide Web on Relationship Building" (Samsup Jo, Yungwook Kim, and Jaemin Jung); "Media Coverage of Risk Events: A Framing Comparison of Two Fatal Manufacturing Accidents" (Michael J. Palenchar); "Public Relations Worldview and Conflict Levels in the Client-Agency Relationship" (Youngmin Yoon); "Company Affiliation and Communicative Ability: How Perceived Organizational Ties Influence Source Persuasiveness in a Company-Negative News Environment" (Coy Callison and Dolf Zillmann); "Public Relations Excellence in Alliances and Coalitions: An International Perspective" (Mark A. Van Dyke); "Framing Effects of Genetically Engineered Food Labels n the Consumers' Attitudes toward Genetically Engineered Foods" (Hyun Soon Park and Sun Young Lee); "Co-Acculturation in a Korean Manufacturing Plant in Mexico" (Glen M. Broom, Suman Lee, and Woo-Hyun Won); and "Gender Discrepancies in a Gendered Profession: A Developing Theory for Public Relations" (Linda Aldoory and Elizabeth Toth). (RS)

ED 459 491 CS 510 708

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Mass Communication and Society Division.
PUB DATE- 01
NOTE- 416p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Bias; Credibility; Democracy; Elections; Higher Education; Homeless People; Internet; *Journalism Education; Juvenile Justice; *Mass Media; *Mass Media Role; Parent Child Relationship; *Politics; *Presidential

Educational Employees"; (20) "Return-to-Work Rules for Instructional Employees on FMLA Leave at the End of an Academic Term"; (21) "Application of Return-to-Work Rules for College and University Faculty"; (22) "Special Intermittent Leave Rules for Instructional Employees"; (23) Key Provisions for Educational Employees"; (24) "Coordination of FMLA and State Law"; (25) "Enforcement of the FMLA"; (26) "Thoughts for Collective Bargaining"; (27) "Key Terms and Definitions"; and (28) "Questions and Answers on the FMLA." Six attachments are also provided: (1) "Application for Family or Medical Leave"; (2) "Employer Response to FMLA Request"; (3) "Medical Certification Statement"; (4) "Notice of Intention to Return From Leave"; (5) "State Laws for Private Employers"; and (6) "State Laws for Public Employers." (RKJ)

ED 459 512 EA 031 462

Donaldson, Gordon A., Jr.
Cultivating Leadership in Schools: Connecting People, Purpose, and Practice.
PUB DATE- 01
NOTE- 171p.; Foreword by Michael G. Fullan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Change; Change Strategies; *Collegiality; Elementary Secondary Education; *Interprofessional Relationship; *Leaders Guides; *Leadership; Leadership Qualities; *Organizational Development; Public Schools; Teacher Administrator Relationship

School leadership based on business and effective school models has failed to meet two fundamental tests in recent decades: that it successfully promote organizational improvement and that it be sustainable for the leaders themselves. This book posits a new three-dimensional model more appropriate for the public-school environment. The first dimension, the Relational, fosters mutual openness, trust, and affirmation sufficient for the players to influence and be influenced willingly by each other. The second dimension, the Purposive, marries individual commitment and organizational purposes that are deemed morally beneficial by the membership. The third dimension, the Action-in-Common, nurtures a shared belief, reinforced by shared experience and action, that together the group or organization can act to accomplish goals more successfully than individuals can alone. Also explored are activities central to leadership practice such as putting relationships at the center of one's work and blending learning with action, the prospects for principals and teacher leaders engaging in these activities, and the skills, knowledge, and personal qualities that are important to success. Leaders and core activities they engage in to "grow leadership" in their schools are discussed. (Contains 170 references.) (RT)

ED 459 513 EA 031 463

Okamoto, Kaoru
Education of the Rising Sun 21: An Introduction to Education in Japan.
PUB DATE- 01
NOTE- 122p.; Published by National Federation of Social Education-Japan (NFSE).

reconstitution to school/district takeover by the state or by a private entity. The following should be considered when establishing corrective action: strong leadership at the school site is essential; successful rebuilding appears to require a very clear break with past practices; high expectations and collective responsibility for student learning must be of central importance in the rebuilding effort; professional development and capacity-building are the keys to success; and the role of the district and state leadership is pivotal in determining the success of reconstituted schools. The report concludes with three tables characterizing corrective action mechanisms, assistance, and sanctions in practicing states. (RT)

ED 459 533 EA 031 483

Peterson, Kent
The Professional Development of Principals: Innovations and Opportunities.
SPONS. AGENCY- University Council for Educational Administration.; National Policy Board for Educational Administration, Fairfax, VA.; Johnson Foundation, Inc., Racine, WI.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the National Commission for the Advancement of Educational Leadership Preparation (1st, Racine, WI, February 7-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Certification; College Programs; Elementary Secondary Education; *Principals; *Professional Development; Programs

Districts are expected to replace upwards of 60 percent of all principals over the next 5 years. It is crucial to provide high-quality preparation programs for the new cohort of principals who will lead schools through the next 15-20 years. This paper describes a variety of such programs. They exhibit features such as clear focus and purpose, curriculum coherence, instructional strategies, length and time structure, program culture and symbols, linkage to state initiatives and program policies, and linkage to organizational history, values, mission, and community. Purpose and quality of professional development for school leaders is also discussed. Case examples of professional development programs are given that illustrate different approaches to training school leaders. Recommendations are to make programs career-oriented, have them communicate quality from every aspect, have the core mission focus on leading schools that promote high-quality learning for all students, address needs of well-trained leaders who want to deepen their skills in a specific area, and make careful, logical use of new technologies. Pedagogy and training strategies should enhance learning and motivation to learn. These values should be part of the culture of the program and given active support. (Contains 10 references.) (RT)

ED 459 534 EA 031 484

Andrews, Richard; Grogan, Margaret
Defining Preparation and Professional Development for the Future.
PUB DATE- 02
NOTE- 32p.; Paper presented at the Annual Meeting of the National Commission for the Advancement of Educational Leadership

noting that, without proper intervention and appropriate learning experiences, these children often experience personal distress, reduced self-esteem, social problems, and school failures. It reports on results of questionnaires in ongoing case studies of 15 Australian students (14 boys and 1 girl). Analysis of questionnaire responses is organized around four categories: (1) feelings about TS, (2) effects on learning, (3) treatment by others, and (4) management of tics. Most respondents described their initial feelings about life with TS as negative but predictions of life in the future were more positive. Fourteen of the students reported that TS affected their learning in such ways as reducing concentration and the distraction of obsessive thoughts. Students generally felt they were treated differently because of their TS, although they appeared to feel less of this in the classroom environment. Two-thirds of students indicated that they try to cover up their tics. Possible teacher and student actions are organized around the physical dimension, social/emotional dimension, the psychological dimension, and the medical dimension. (Contains 15 references.) (DB)

ED 459 553 EC 308 740

Leonardi, Roy; Roberts, Jane; Wasoka, David
Skillstreaming: A Report to the Vermont State Department of Education.
SPONS. AGENCY- Vermont State Dept. of Education, Montpelier.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Behavior Change; *Behavior Disorders; Delinquency; Discipline; Elementary Education; Individualized Education Programs; *Interpersonal Competence; Intervention; *Skill Development; *State Standards
IDENTIFIERS- Social Skills Training; *Vermont

This paper describes application of a prosocial skills program called Skillstreaming with 12 elementary students diagnosed either with emotional and/or behavioral disorders or with high incidences of school disciplinary actions. The Skillstreaming program has three components: anger management, moral reasoning, and social skills development. The 50 specific Skillstreaming social skills were matched with 22 Vermont State Standards, thus integrating the Skillstreaming program with the general curriculum and Individualized Education Program behavior plans. A rubric for specifying the student's level of skill mastery was also developed. From October through May, students received Skillstreaming instruction in twice weekly sessions, which followed the Skillstreaming process of explaining a skill, modeling the skill, having the children practice the skill, and then encouraging the children to use the skill in general settings. The Skillstreaming curriculum was also introduced to special education teachers at five other schools. Evaluation indicated that participating students experienced a very substantial reduction in school disciplinary actions. (Contains 14 references.) (DB)

ED 459 554 EC 308 741

Leonardi, Roy
The Inclusion of Children with Disabilities into General Education Programs: An Ethical Analysis.
PUB DATE- 01

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *College School Cooperation; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Higher Education; Interpersonal Communication; Interpersonal Competence; *Parent School Relationship; Problem Solving; *Regular and Special Education Relationship; *Teacher Collaboration; Team Teaching; Teamwork

This book discusses collaboration as it occurs in all of its varying contexts in schools, such as consultation between special education and general classroom teachers, collaboration among classroom teachers, collaboration between university faculty in special and general education, and collaboration between institutions of higher education and public schools. The book's approach contends that collaboration is a way of being and is not limited to isolated actions; it is a way of redefining how adults interact in schools. Part 1 presents a description of the shift to a collaborative paradigm in schools and suggests a multidimensional framework that encompasses four basic collaborative functions: facilitative, supportive, informative, and prescriptive. Part 2 considers the basic communication skills that form the foundation of any collaborative interaction. It provides a communication model, elaborates on ways to facilitate or inhibit communication when engaging in a collaborative dialogue, and addresses group dynamics. Part 3 describes how collaboration plays out in practice in four contexts: specific classroom and schoolwide problem solving, team teaching, school-university and agency collaboration, and school-family collaboration. Each chapter provides examples from practice to illustrate points made and contains a list of key points and activities to aid in relating concepts to individual situations. (Contains approximately 160 references.) (CR)

ED 459 573 EC 308 761

Wehmeyer, Michael L.
Teaching Students with Mental Retardation: Providing Access to the General Curriculum.
PUB DATE- 02
NOTE- 336p.; Produced with Deanna J. Sands, H. Earle Knowlton, and Elizabeth B. Kozleski. Foreword by Rud and Ann Turnbull.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Curriculum Design; Decision Making; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Inservice Teacher Education; *Mental Retardation; Postsecondary Education; Preservice Teacher Education; *Regular and Special Education Relationship; *Teaching Methods; Teaching Models

This book is intended as a text or resource for preservice or inservice training of general and special education teachers, and has an orientation for the education of the mentally retarded that is values-based, issues-oriented, and practice-oriented. The 17 chapters are organized into four sections. The first two chapters are introductory and define key concepts such as "mental retardation," "curriculum design," and "curriculum decision making." Chapter 3 considers what is meant

DESCRIPTORS- *Academic Achievement; *Building Obsolescence;
Comparative Analysis; *Educational Research; Elementary
Secondary Education; Public Schools; *Test Score Decline
IDENTIFIERS- *Milwaukee Public Schools WI

This study of 139 K-12 Milwaukee public schools examines the effect of building condition on student test scores compared to other influences such as family background, socioeconomic status, race/ethnicity, attendance, and student discipline. The study analyzed performance on the Wisconsin Student Assessment System Mathematics, Science, Language, and Social Studies tests of fourth, eighth, and tenth grades of each school in 1996, 1997, and 1998. Results show that student success is significantly related to facility condition. Facility condition was found to be a stronger predictor of academic achievement than many family background factors and socioeconomic conditions. An appendix contains the full regression tables for the analyses of the Wisconsin Student Assessment Tests. (Contains 13 references, 18 tables, 1 figure.) (GR)

ED 459 594 EF 006 032

Robertson, Sue
The Great Size Debate. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Elementary Secondary
Education; Public Schools; *School Size; *Small Classes;
Student School Relationship

This report reviews research that compares large schools to small schools in such areas as academic performance, class size benefits, operational problems, and student social development. A list of small school benefits for students, families, teachers, and the institution is included. The research indicates that as more schools-within-schools begin to function autonomously, they may yield desired student benefits at the most reasonable investment in capital and operations. While smaller classrooms appear to improve academic performance, some research also indicates that smaller class sizes can reduce teenage pregnancy rates and the need for disciplinary action. However, greater numbers of smaller classrooms are creating shortages of qualified teachers who can implement successful classroom learning. Efforts to provide smaller classrooms are also forcing school districts to quickly devise capital programs to address greater classroom numbers. Most of the research reviewed concludes that smaller class and school sizes are beneficial, with the greatest positive impact occurring for students from poorer families. Evidence supports the school-within-a-school approach and significant class size reductions in the primary grades. (Contains 14 references.) (GR)

ED 459 595 EF 006 034

The Jackson State University Honors Dormitory: An Evaluation of Design, Construction, and Maintenance. Report to the Mississippi Legislature.
PUB DATE- 00
NOTE- 59p.; Prepared by the Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Psycholinguistics; Reading; *Reading Instruction; Writing (Composition); Writing Instruction
IDENTIFIERS- China; Orthography

This book provides comprehensive resources for the critical discussion of major issues in learning to read Chinese from a child acquisition perspective. It is divided into 4 parts and 11 chapters. Part 1, "Theoretical Perspectives on Learning to Read" includes "Current Issues in Learning To Read Chinese" (Ovid J.L. Tzeng), "Children's Early Understanding of Writing and Language: The Impact of Characters and Alphabetic Orthographies" (Kevin F. Miller) and Discussion: "Translations and Transitions in Learning To Read" (Houcan Zhang). Part 2, "Role of Metalinguistic Awareness in Chinese Reading", has three chapters: "Phonological Awareness in Chinese Reading" (Insup Taylor); "The Role of Morphological Awareness in Learning To Read Chinese" (William E. Nagy, Amy Kuo-Kealoha, Xinchun Wu, Wenling Li, Richard C. Anderson, Xi Chen); "Facets of Metalinguistic Awareness that Contribute to Chinese Literacy" (Wenling Li, Richard C. Anderson, William Nagy, Houcan Zhang); Discussion: "Metalinguistic Awareness as a Critical Construct" (Jerome L. Packard). Part 3, "Wide reading and the Development of Chinese Literacy," has four chapters: "Book-Based Programs in Developing Countries" (Warwick B. Elley); "Shared-Book Reading in China" (Richard C. Anderson, Janet S. Gaffney, Xinchun Wu, Chiung-Chu Wang, Wenling Li, Hua Shu, William E. Nagy, Xiaojie Ming); "Children's Literature in the People's Republic of China: Its Purposes and Genres" (Belinda Yun-Ying Louie, Douglas H. Louie); Discussion: Supporting the Reading Instruction and Learning of Chinese Children" (Rebecca Barr). Part 4, "Factors in Home Literacy," includes two chapters: "The Role of Home Literacy Environment in Learning To Read Chinese" (Hua Shu, Wenling Li, Richard C. Anderson, Yu-Min Ku, Xuan Yue); "Writing Systems and Learning To Read in a Second Language" (Keiko Koda); Discussion: "Variables Associated With Learning To Read in Chinese" (Erica McClure). Author and subject indices are included. (Contains 82 references) (KFT)

ED 459 617 FL 027 102

Davy, Lynn
Developing a Dual-Language Program.
PUB DATE- 01
NOTE- 6p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; *Bilingualism; Computer Uses in Education; English (Second Language); National Programs; *Second Language Instruction; Second Language Learning; Spanish; Spanish Speaking
IDENTIFIERS- *Two Way Bilingual Education

This newsletter issue contains the following article and features: "Developing a Dual-Language Program" (Lynn Davey); Principal's Perspective: "Battling for Bilingualism" (Maurice P. Downey, Jr.); and Web Resources. Davey's article describes how the principal of a Phoenix elementary school managed the transformation of a traditional bilingual education program into a dual language program. Topics covered include the following: community involvement, staffing, teacher support, parent involvement, staff development, academic achievement, and "timely tips." (KFT)

Report 2000. Survey of Earned Doctorates.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; Department of Education, Washington, DC.; Department of Agriculture, Washington, DC.; National Science Foundation, Arlington, VA.; National Institutes of Health (DHHS), Bethesda, MD.; National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 01
NOTE- 141p.; For the 1998 report, see ED 451 805.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; Educational Trends; Ethnicity; *Graduate Students; Graduate Study; Higher Education; *Racial Differences; Tables (Data); Trend Analysis

This report presents data on recipients of research doctorates awarded by U.S. universities from July 1, 1999 through June 30, 2000. The information is taken from the Survey of Earned Doctorates, an annual census of new doctoral recipients. The 406 universities in the United States that confer research doctorates awarded a total of 41,368 doctorates in the 1999-2000 academic year. This is an increase of 0.8% over the previous year, marking the seventh year that the total number of new research doctorates has exceeded 41,000. The greatest number of research doctorates were awarded in the life sciences, 8,529 Ph.D.s. Other broad areas were the social sciences, education, the physical sciences and mathematics, the humanities, engineering, and business and other professional fields. Women received 43.8% of all doctorates granted in 2000, the highest percentage ever. More than 16% of all doctorates awarded to U.S. citizens in 2000 were earned by members of racial and ethnic minority groups. U.S. citizens received 70.6% of all doctorates earned in 2000. The median time to degree since receipt of the baccalaureate was 10.3 years in 2000, slightly down from 1999. Most doctoral recipients in 2000 received the majority of their financial support for graduate education from program- or institution-based sources such as fellowships or teaching and research assistantships. About one-half of new Ph.D.s reported no educational indebtedness at the completion of the degree; about 71% had definite postgraduate commitments for employment or continued study. Five appendixes contain the survey questionnaire, basic and trend tables, and technical notes. (Contains 12 figures and 41 tables.) (SLD)

ED 459 640 HE 034 528

Compliance Audits (Attestation Engagements) of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers. Audit Guide. Update.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Audits (Verification); *Colleges; *Compliance (Legal); Educational Finance; *Federal Aid; Higher Education; *Program Evaluation; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

In June 1995, the U.S. Department of Education issued an audit guide that required that all institutions participating in Title IV programs have an annual compliance audit. This guide contains a notice to institutions and third party servicers possible students participate in grant writing to gain financial support for their projects. UEL interns work with mentors in their internship, which occurs during 6 months of the second year of study. The student is expected to prepare written products related to the internship experience and collect them in a portfolio, which is evaluated along with class participation and adherence to course requirements. (SLD)

ED 459 662 HE 034 554

Arendale, David
The Future of Developmental Education.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Preparation; *Developmental Studies Programs; *Educational Trends; Futures (of Society); *High Risk Students; Higher Education; Remedial Programs; Skill Development

This paper discusses current issues and trends in developmental education. The biggest trend is expected to be the concurrent development of learning strategies while students are enrolled in graduation-credit content courses. Separate developmental education courses will be mainstreamed into the traditional college course work in a variety of ways, just as there are a variety of ways to embed study strategies into course content. At present, the predominant approach today is based on a medical model of diagnosing students and then prescriptively placing them in separate developmental education courses or mandated activities, but there are trends forming nationwide to eliminate developmental education from public four-year institutions. Part of this effort is based on the belief that developmental education courses help water down the academic standards of all courses on campus. In fact, developmental education programs permit professors to maintain high academic standards, since students can develop the requisite skills in a separate developmental course or an adjunct academic support activity. It is not correct to think that raising admission standards would eliminate the need for developmental education, nor is it correct to think that developmental students need not be a high priority for colleges. Nor can developmental education be left to the community colleges. The nontraditional student of 5 to 10 years ago is the traditional student today, and these students did not move or commute to attend a two-year college exclusively. An ideal academic support program could be developed to focus on learning and academic enrichment for all students. (SLD)

ED 459 663 HE 034 561

Performance Indicators in Higher Education in the UK: 1998-99, 1999-2000. Report.
PUB DATE- 01
NOTE- 234p.; For the report of the previous academic years, see ED 446 524.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Colleges; Comparative Analysis; Foreign Countries; *Higher Education; *Institutional

IDENTIFIERS- *Technology Utilization; Web Sites

This book explores the opportunities that technology provides to empower students to learn how to learn. Chapter 1 "Teaching and Learning the Structure of Information" covers information literacy, MAPping (Met-Web Information, Author, Purpose) the Internet, confusing technical mastery with critical thinking, and blocking versus access. Chapter 2, "Empowering Learning by Expanding Relationships," discusses planning for learning (instead of technology), the underused fax machine, video conferencing, e-mail in a cultural context, teacher-created World Wide Web sites, and publishing student work on the Web. Chapter 3, "Emerging Roles within the Knowledge Community," addresses teachers as digital immigrants, available help and support, benchmarking educational practice, shifting control, raising expectations of students as knowledge producers, and managing fear. Chapter 4, "Accessing Primary Sources To Enhance Critical Thinking," addresses using and assessing primary sources. Chapter 5, "Building Knowledge without Boundaries," explores online learning, pioneers on the digital frontier, changing roles and interactions, students and teachers involved in online learning, individual courses supporting learning, and building on exceptional programs. E-VENTURES, i.e., educational adventures that teachers can apply or modify to suit various needs and subject areas are included throughout, and each chapter has a page for the reader to reflect on his/her teaching practices or attitudes. The appendix lists related Web sites for each chapter. (Contains 35 references and an index.) (MES)

ED 459 683 IR 020 984

Murphy, David, Ed.; Walker, Rob, Ed.; Webb, Graham, Ed.
Online Learning and Teaching with Technology: Case Studies, Experience and Practice. Case Studies of Teaching in Higher Education.
PUB DATE- 01
NOTE- 178p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Distance Education; Educational Assessment; Educational Planning; Educational Policy; *Educational Technology; Higher Education; Instructional Development; Interaction
IDENTIFIERS- Online Courses; *Technology Integration; Technology Utilization

This book contains case studies that look at using technology in a wide range of situations, from fully online courses to more traditional face-to-face settings. The case studies deal with issues related to student interaction, teaching and assessment, planning and development, and policy. The following case studies are included: (1) "Flame War" (Mike Robertshaw); (2) "Do Students Really Want To Interact? (Lori Wallace); (3) "Pacific Mayday: Conviviality Overboard" (Robert Boshier); (4) "Do We Really Need an Online Discussion Group?" (Charlotte Gunawardena, Jan Plass, and Mark Salisbury); (5) "Houston, We Have a Problem!" (Catherine McLoughlin and Joe Luca); (6) "Teaching Online...Reluctantly" (Bob Fox); (7) "Try, Try Again!" (Stephanie Tarbin and Chris Trevitt); (8) "Credit Where It's Due" (Robin Goodfellow); (9) "It Seemed Like a Good Idea at the Time" (Ron Oliver); (10) "Of Heaven and Hell" (Leonie Rowan and Chris Bigum); (11) "From Mouldy Disks to Online Fix" (Vikki Ravaga, Jennifer Evans, Taaloga Faasalaina, and Jo Osborne); (12) "'I Have Some Pages up!'" (Jo Bruce and Ruth include private industry and government, banking, tax, social issues, disability, senior citizens, gender, race, and class. Part IV concludes with a series of broad based questions that encompass the range of issues discussed in the report and serve as a platform for developing productive strategies designed to address the Digital Divide. (MES)

ED 459 701 IR 021 060

Drake, Ruth
Teaching for Transfer.
PUB DATE- 01
NOTE- 72p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Computer Uses in Education; Grade 7; Grade 8; Junior High Schools; Problem Solving; *Skill Development; Student Surveys; Tables (Data); *Transfer of Training

This paper describes the transfer of skills and knowledge from the classroom to outside the classroom. The action research focused on transfer, how to facilitate transfer, and why to concentrate on transfer, and it included a definition for the different levels and rates of transfer. Seventh and eighth grade students were not using existing computer technological equipment or skills outside the computer lab for homework or personal use. The problem was documented using a survey and pretests. Results indicated a high rate of availability of technological equipment, but inadequate knowledge and skills related to using technology. One probably cause could have been that small isolated rural communities lack technically skilled role models. Another cause could have been a lack of training for teachers and students. The solution involved unit lessons that actively engaged students in real life problem solving situations. Students practiced using existing computer software to learn how to create projects with a professional touch. The validity of documented discussions concerning transfer in students' reflection papers was strengthened by the significantly high levels of increase in test scores, typing skills, and technological aptitude by the end of the action research project. Three levels of transfer described the degree to which students planned to use the knowledge and skills acquired during the action research project. (Contains 27 references.) (Author/MES)

ED 459 702 IR 021 061

Coleman, Connie; King, Jeff; Ruth, Mary Helen; Stary, Erin
Developing Higher-Order Thinking Skills through the Use of Technology.
PUB DATE- 01
NOTE- 54p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Creative Thinking; *Critical Thinking; Curriculum Development;

legislation and financing has had on the development and decline of mobile library services. (Contains 10 references and 2 figures.) (Author/MES)

ED 459 721 IR 058 215

Breen, Eileen
LIS Journals in the Knowledge Age.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Databases; *Database Design; *Full Text Databases; Information Management; *Information Science; Information Services; Libraries; Library Collection Development; *Scholarly Journals
IDENTIFIERS- *Information Science Research; *Library Journals

This paper examines EMERALD LIS and how it facilitates the use of information contained in LIS (library and information science) journals for improvements and progress. EMERALD LIS is a full-text database of journals in information management, library technology, library and information service management, and collection management/development. EMERALD LIS journals comprise articles in both HTML and PDF formats, secondary material in HTML format, and current awareness materials. The EMERALD LIS database is designed to be searchable and browseable, and it offers knowledge-based retrieval. EMERALD LIS journals link to and from each other, as well as to and from the articles, abstracts, and reviews of the publisher's journals in other subject areas. The EMERALD LIS journals are accessible to the community of interest in a number of ways, including direct subscription, subscription to a database that is linked to EMERALD LIS, pay per view, and through the LibraryLINK free information service. (MES)

ED 459 722 IR 058 216

Samad, Ramli Abdul
The Double Edged Sword: A Brief Comparison of IT and Internet Development in Malaysia and Some Few Neighboring Countries in the Context of Digital Divide.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Developed Nations; Developing Nations; Economic Factors; Foreign Countries; Government Role; *Information Technology; *Internet; Social Influences; *Technological Advancement
IDENTIFIERS- *Access to Technology; *Digital Divide; Malaysia

This paper shows that, although a digital divide exists between in economic and social development. (Contains 36 references.) (Author/MES)

ED 459 742 IR 058 236

Ellis, Lisa; Francoeur, Stephen
Applying Information Competency to Digital Reference.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Mediated Communication; *Electronic Libraries; Guidelines; Higher Education; *Information Literacy; *Library Services; *Reference Services; Standards
IDENTIFIERS- *Digital Information Services

This paper presents a case for applying information competency (IC) standards to digital reference services at academic libraries. Practical reasons for applying standards or guidelines to e-mail and online chat reference services are given with some insight to the nature of digital reference interactions. The standards that arose from the information competency movement in academic libraries are described and offered as a touchstone for planning and designing digital reference services. The paper concludes with preliminary ideas for how IC standards could be applied to the provision of digital reference. (Contains 14 references.) (Author/MES)

ED 459 743 IR 058 237

Wohnert, Bodil
The Public Library's Role in the Danish Information Society: Demand for New Competencies?
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Electronic Libraries; Foreign Countries; Legislation; *Library Role; *Library Services; *Public Libraries; *Reference Services; World Wide Web
IDENTIFIERS- Denmark; Information Society; International Federation of Library Associations; Web Sites

A new Danish act regarding library service has initiated several projects in order to promote libraries and to provide library staff experience in using the Internet to communicate with end users. Most public Danish information is found on official World Wide Web sites, and there is a tendency to publish online versions instead of printed versions. This is a challenge to reference librarians. In March 2001, the IFLA (International Federation of Library Associations and Institutions) Interest Group on Reference Work arranged a conference on the future of reference work when virtual tools take over. In Denmark it is cooperation among the Ministries. Knowledge management has explicitly been taken as part of the reform in order to analyze the role of the Ministries in guiding the administrative sector of the Ministry, to improve the confidence of the citizens and civil servants toward the administration, and to empower the citizens in public affairs. The government's intranet as a tool for knowledge management is discussed. The intranet creates a common information portal for user organizations, i.e., the Ministries, the Chancellor of Justice, the Cabinet of the President, and the Parliament. The aim of the intranet is to support the working processes and the culture of interaction, learning, and cooperation. It is planned to be based on user-friendly technology and common standards. Features of the next version of the intranet are discussed. (Author/MES)

ED 459 764 IR 058 258

Naito, Eisuke
Japan InK: Distributing the Information Networked Knowledge (InK) Base to the Japanese Research Community.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cataloging; Foreign Countries; Futures (of Society); Higher Education; *Information Management; *Library Networks; Library Services; *Shared Resources and Services; Training; Work Environment
IDENTIFIERS- Japan; *Knowledge Management

This paper discusses knowledge management (KM) in relation to a shared cataloging system in Japanese university libraries. The first section describes the Japanese scene related to knowledge management and the working environment, including the SECI (Socialization, Externalization, Combination, Internalization) model, the context of knowledge, and potential changes in the management of universities and university libraries. The second section addresses KM in a shared cataloging system, including services of NII/NACSIS (National Institute of Informatics/National Center for Science Information Systems), the NACSIS-CAT shared cataloging service, and training and user support. The third section considers the future of university libraries in regard to information/knowledge. (MES)

ED 459 765 IR 058 259

Bang, Tove
Knowledge Sharing in a Learning Resource Centre by Way of a Metro Map Metaphor.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Some figures contain illegible font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

With electronic desktop delivery of information, increased ease of access allows for greater information use than previously possible. The OhioLINK experience thus far is that improved ease of access has demonstrated the high elasticity in information usage. The first 36 months of operation of the OhioLINK Electronic Journal Center (EJC) is an exemplary illustration of the dramatic benefits of expanded access. Small and two-year colleges are also beneficiaries through first-time access to scholarly journals. The evolving and maturing usage analysis that is made possible with an electronic journal system will provide the basis for making rational, value-based decisions about electronic journal needs. This paper focuses on the measurement and evaluation of the use of electronic journals. Several charts and tables present statistics, including: percent of titles held in print at each university, total article downloads from EJC, weekly total article downloads, annual downloads by publisher, article download ranges of percentile title groups, distribution of title/article percents across six publishers, articles downloaded not held in print, two-year college print and EJC use, small university and college EJC use, and private and community colleges downloads. (MES)

ED 459 786 IR 058 281

Wise, Alicia
How Can Evaluation Get Us to the Heart of Learning in the Electronic Age?
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; *Educational Policy; *Educational Technology; *Evaluation Methods; Foreign Countries; Higher Education; *Information Services; Use Studies
IDENTIFIERS- *Electronic Resources; United Kingdom

This paper discusses the evaluation of electronic resources. The first section addresses the importance of a clear policy framework, including the goals of a survey on higher education research and policy issues concerning online education, instructional technology, and distance learning. The second section discusses the importance of a robust methods framework. This section describes the following four strands of a three-year project in the United Kingdom with the purpose of developing a national user behavior monitoring and evaluation framework: a general survey of end users of all electronic information services; a real time survey of the use of JISC (Joint Information Systems Committee)-funded services; a general survey of provision; and a qualitative longitudinal monitoring of use. Key issues highlighted by the project are summarized. (Contains 22 references.) (MES)

ED 459 787 IR 058 282

Gold, Anne Marie
Developing Leaders for Libraries: The Stanford-California State Library Institute on 21st Century Librarianship Experience.
PUB DATE- 01

the Library Bill of Rights that provides an overview of privacy issues and an ethical framework for library policies. (MES)

ED 459 806 IR 058 338

Leslie, Roger; Wilson, Patricia Potter
Igniting the Spark: Library Programs That Inspire High School Patrons. Library Programs That Inspire.
PUB DATE- 01
NOTE- 172p.; Grades 9 to 12.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; Internet; *Learning Resources Centers; Librarians; *Library Planning; *Library Services; *Program Development; Program Evaluation; Resource Materials; *School Libraries

This guide provides information to help librarians plan, execute, and evaluate events for high school students. Benefits of effective programs are emphasized, and techniques are offered to enhance the curriculum, improve school library media center usage, broaden student interest, and inspire lifelong learning. The book is divided into eight chapters that cover the following topics: (1) "Igniting the Spark for You and Your Patrons," including media center programming defined, types of programs, programming foundations, purposes of programs, and benefits of programming; (2) "Initial Stages of Program Planning," including gathering ideas to determine a theme and developing a plan; (3) "Final Stages of Program Planning," including outlining the program content, obtaining administrative approval, securing teacher support, planning the details, completing final preparations, arranging the facility, executing the program, and following the program checklist; (4) "How To Identify and Locate Resources"; (5) "How To Gather and Organize Resources," including selecting and working with volunteers, contacting resources, and organizing resources; (6) "Searching the Internet for Resources," including resources to support the curriculum, teen interests, and media specialists/teachers; (7) "Extending, Evaluating, and Assessing Library Media Programs"; and (8) "Dynamic Model Library Programs and Ideas," including programs for students, faculty, and the community. Includes an index. (Contains 53 references, 19 figures, and 13 photographs.) (MES)

ED 459 807 IR 058 339

Jacso, Peter
Content Evaluation of Textual CD-ROM and Web Databases. Database Searching Series.
PUB DATE- 01
NOTE- 275p.; Edited by Carol Tenopir. A Division of Greenwood Publishing Group, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstracts; Comparative Analysis; *Database Design; *Databases; *Evaluation Criteria; *Evaluation Methods; Indexes; Models; Online Systems; Optical Data Disks; World Wide Web

about health care, finances, and retirement. In the community, Americans need strong basic skills to exercise their rights and participate fully as citizens. Services are provided to adults through basic skills, family literacy, English as a second language (ESL) and general educational development (GED) programs coordinated under the Workforce Investment Act. Three priorities to expand and improve services are to increase resources, increase access, and improve instruction. A publication that summarizes discussions that took place at the 2000 National Literacy Summit, "From the Margins to the Mainstream," could provide a blueprint for the federal government for investing in the adult education and literacy system. (Contains 27 references.) (YLB)

ED 459 316   CE 082 448

Falk, Ian; Golding, Barry; Balatti, Josephine
Building Communities: ACE, Lifelong Learning and Social Capital. An Anthology of Word Portraits Reporting Research Conducted for the Adult, Community and Further Education Board.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; *Community Benefits; Community Development; Community Education; Community Involvement; Developed Nations; Disabilities; Disadvantaged; *Educational Benefits; Foreign Countries; Indigenous Populations; *Lifelong Learning; Literacy Education; Older Adults; Out of School Youth; Popular Education; Rural Population; School Community Relationship; Small Businesses; *Social Capital; Social Values; Well Being; Womens Education; Youth Programs
IDENTIFIERS- *Australia; Learning Communities; *Marginalized Groups

The 10 portraits, or case studies, in this book are intended to show how locally-owned adult education turns everyday learning into social and economic well-being. Taken alone, each portrait tries to give a particular insight into the daily transformation of adults and their local communities. Together, the group portrait shows how strongly adult and community education (ACE) is growing the community asset called, social capital. An introduction sketches in the theoretical frameworks used to interpret the portraits; describes the process used to gather the information that forms the portraits; and summarizes the portraits, showing their locations, programs, people, and social and economic well-being they generate. The portraits are: "A Learning Community Builds Social Capital: Ballarat East Community House" (Barry Golding); "Make Connections and Move On: African Women's Project, Maribyrnong Community Centre" (Josephine Balatti); "Partnership with Business Builds Social Capital: Colac ACE and Industry Training Networks" (Josephine Balatti); "Connecting Young Koories to Their Community: Coorong Tongala Course, Robinvale Local Aboriginal Education Consultative Group" (Barry Golding); "Wellbeing of Marginalized Young People: Future Connections, Bendigo (Barry Golding); "Wellbeing of Aboriginal Elders: Aboriginal Oral History Project, Aboriginal Community Elders Services, Brunswick Consultative Group" (Barry Golding); "I Give Back: Bonds, Bridges, and Reciprocity, Cheltenham Neighborhood House" (Ian Falk); "'We Are the Community': Transformations of Identity in success for adults but not for youth. The following were among eight recommendations offered for policymakers and program operators: (1) agree at the state and local levels on targets to be achieved by second-chance programs; (2) enlist the cooperation and support of private and public employers to provide subsidized on-the-job training; (3) continue case management relationships until placement targets are achieved; and (4) reconcile pending House and Senate legislation on second-chance programs. (Twenty-seven figures/tables are included. A list of growing high-paying occupations accessible to workers with no more than 2 years of postsecondary education and a discussion of the mission of fourth chance legislation are appended. Sixty-five endnotes are included.) (MN)

ED 459 332   CE 082 685

Lazerus, Scott; Mangum, Garth; Mangum, Stephen; Tansky, Judith
The Public Employment Service in a One-Stop World. Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 98
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Case Studies; Coordination; Counseling Services; *Delivery Systems; *Employment Services; Federal State Relationship; Financial Support; Job Training; *Labor Force Development; Productivity; Program Effectiveness; *Public Agencies; *Public Policy; State Action; State Agencies; State Federal Aid; State Legislation; *State Programs; Systems Approach; Unemployment; Unemployment Insurance
IDENTIFIERS- California; Employment Service; Georgia; Impact Studies; Iowa; Massachusetts; Ohio; *One Stop Centers; Oregon; Texas; Utah; Wisconsin

The impact of one-stop career centers on the U.S. Employment Service (ES) program was examined through case studies of one-stop initiatives in the following states: Georgia; Ohio; California; Iowa; Oregon; Massachusetts; Texas; Utah; and Wisconsin. Of the nine case study states, only Georgia had not begun instituting a one-stop career center system as of 1997. Ohio, California, Massachusetts, and Oregon were using various forms of interagency agreements to foster cooperation of ES with job training and other agencies at one-stops. Iowa, Utah, Wisconsin, and Texas had created new consolidated agencies. The following were among the 17 conclusions and suggestions emerging from the study: (1) state legislation should continue to encourage workforce service agency consolidation; (2) the ES must have the lead role in one-stop centers; (3) however state agencies are organized, one-stops should provide integrated services for the greatest number of programs possible; (4) strategies to involve employers in state workforce development activities should be emphasized; and (5) the ES's role in ensuring prompt reemployment of unemployment insurance recipients needs continued emphasis. (A table detailing selected ES productivity and funding measures in the nine case study states and nationwide and a discussion of consolidated workforce development agencies are appended.) (MN)

ED 459 333   CE 082 686

Mangum, Garth; Mangum, Stephen; Sum, Andrew; Callahan, James; Fogg, Neal mental fitness (physical and mental fitness; social involvement and mental fitness, empowering older adults); (11) learning in the fourth age (learning for the physically disabled; learning in confusion and dementia); and (12) learning to work with elders (learning about learning, creating a learning environment, learning therapists). (Contains 237 references.) (MN)

ED 459 348   CE 082 725

Hollenbeck, Kevin; Kimmel, Jean
The Returns to Education and Basic Skills Training for Individuals with Poor Health or Disability. Upjohn Institute Staff Working Paper.
PUB DATE- 01
NOTE- 48p.; Revised version of a paper presented at the Annual Meeting of the Allied Social Sciences Association (New Orleans, LA, January 5-7, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Literacy; *Basic Skills; Cost Estimates; *Disabilities; Education Work Relationship; *Educational Benefits; Educational Finance; Educational Opportunities; Educational Policy; Educational Supply; Employment Statistics; Human Capital; *Literacy Education; National Surveys; Numeracy; Policy Formation; Postsecondary Education; Program Costs; Public Policy; Regression (Statistics); *Salary Wage Differentials; Sex Differences; *Special Health Problems; Statistical Analysis
IDENTIFIERS- National Adult Literacy Survey (NCES); *Return on Investment; Survey of Income and Program Participation

The linkages between disability and health status and the returns to education and basic skills training were examined through an analysis of data from wave 3 of the 1993 panel of the Survey of Income and Program Participation and the 1992 National Adult Literacy Survey (NALS). The data sets were used to estimate standard wage equations with education and basic skills training among selected independent variables. The NALS data set made it possible to control for prose, quantitative, and document literacy. The wage equations relied on Heckit corrections for labor participation. The data were stratified by sex and by disability status. Overall, the returns to education for individuals with a disability or poor health proved positive, albeit of moderate size and equal to the returns for the nondisabled population. The analysis results underscored the importance of supply-side human capital investments for disabled individuals and policy options that maintain or improve access to and retention in educational opportunities. The returns to a year of education for disabled and nondisabled females alike were much larger than that for males. Basic skills training appeared especially advantageous for some individuals. Training in reading and mathematics appeared to have fairly large payoffs in terms of weekly earnings. (Contains 26 references.) (MN)

ED 459 349   CE 082 726

Houseman, Susan N.; Kalleberg, Arne L.; Erickcek, George A.
The Role of Temporary Help Employment in Tight Labor Markets. Upjohn Institute Staff Working Paper. Revised.
SPONS. AGENCY- Russell Sage Foundation, New York, NY.
PUB DATE- 01
NOTE- 59p.

guide to socioeconomic class; a list of study regions; analyses of weighted and unweighted samples; and the questionnaire.) (MN)

ED 459 365 CE 082 754

Elsdon, K. T.
An Education for the People? A History of HMI and Lifelong Education, 1944-1992.
PUB DATE- 01
NOTE- 193p.; Written by K. T. Elsdon and others.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Programs; Art Activities; Art Education; Career Education; Career Guidance; Community Development; *Community Education; Community Programs; Correctional Education; Delivery Systems; Developed Nations; Disadvantaged; Educational Administration; *Educational History; Educational Legislation; *Educational Objectives; Educational Opportunities; Educational Trends; Federal Legislation; Foreign Countries; General Education; Informal Education; *Lifelong Learning; Military Training; *Nonschool Educational Programs; Out of School Youth; Program Administration; Program Effectiveness; Residential Programs; Role of Education; Trend Analysis; Universiti *United Kingdom; Workers Educational Association
IDENTIFIERS- *United Kingdom; Workers Educational Association

This document examines the history of the diverse range of postschool activities such as adult education, youth work, community work, and voluntary organizations that were known as "other further education" (OFE) and offered in the United Kingdom from 1944 to 1992. The following are among the topics discussed in Chapters 1-7: (1) further education opportunities before the 1994 Education Act; (2) the early development of policy on OFE programs, the establishment of an OFE inspectorate, the inspectorate's structure and composition, and its relationship to other tasks of Her/His Majesty's Inspectorate (HMI); (3) "institutional" forms of adult education (universities and the Workers' Educational Association; local education authority adult education programs; penal and armed forces education; adult basic education; education for the disadvantaged; residential programs); (4) community centers, other adult voluntary organizations, community development, and the arts; (5) programs offered through the Youth Service; (6) career education and career guidance; and (7) liberal and general studies in further education. Chapter 8 discusses the factors leading to the downfall of OFE and the HMI specialists assigned to oversee it. A brief history of the HMI and a note on historical context are appended. A glossary of acronyms is included. (Contains 63 references.) (MN)

ED 459 366 CE 082 755

Clarke, Alan
First Steps: Initial Information and Communication Technology (ICT) Events.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 459 387 CG 031 427

Adler, C. Ralph; Dwyer, M. Christine
Changing Channels. Teacher's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 45p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Alcohol Education; Class Activities; *Drinking; Health Activities; Individual Power; *Middle School Students; Middle Schools; Self Control; Videotape Recordings

The activities in this teacher's manual are designed to help challenge the notion that adolescents think the use of alcohol is part of the growing up experience. It is geared towards activities with middle school students that reinforce to students that they have the potential to control their own lives and make healthy choices. It suggests classroom activities for the anti-alcohol related issues raised in a 23-minute video. The messages concern relationships; image; belief systems; friendships; and feeling grown up. The interactions of the five middle school students featured in the video are reviewed. The activities are designed to encourage student participation. (Author/JDM)

ED 459 388 CG 031 428

Alaraudanjoki, Esa
Psycho-Social Development of Child Labourers.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Child Labour in South Asia Seminar (New Delhi, India, October 23-25, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Child Safety; *Children; Comparative Analysis; Foreign Countries; *Laborers; *Learning; Locus of Control; Psychological Characteristics; Social Development; Socialization; Well Being
IDENTIFIERS- *Nepal; Nowicki Strickland Locus of Control Scale Children

This paper examines the psychosocial development of Nepalese child laborers. The findings are discussed in relation to the questions of where and how learning occurs, whether transfer or generalizations occur from specific skills to other activities, and what role the socialization process plays in the psychological well-being of the Nepalese child laborers. The child laborers in the carpet factories had been participating in non-formal education classes before this study. They were administered the short version of the Nowicki-Stickland Locus of Control Scale. Findings showed that the psychological well-being of the children were at lower levels than that of their peers who went to school. However, the laborers had more internal locus of control, showing a higher sense of control over their lives. Practical implications are discussed. (Contains 144 references.) (JDM)

ED 459 389 CG 031 431

Khalil, Elham A.

schools. Chapter 3 describes activities in schools to prevent or reduce problem behavior or to promote a safe and orderly environment. Chapter 4 summarizes information about program intensity and the extent to which school activities employ "best practices. Chapters 5 and 6 summarize evidence about the correlates of program quality, testing some hypotheses about the conditions and arrangements that make quality program implementation possible. Chapter 7 offers recommendations based on information developed in this inquiry, and it offers speculations about potentially useful practices. (Contains 2 figures, 56 tables, 9 appendixes, and 233 references.) (JDM)

ED 459 410 CG 031 464

Lum, Christie
Getting a Grant: Sources of Funding and How To Pursue Them.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Counselors; Federal Aid; *Financial Support; *Grants; *Grantsmanship; Private Financial Support; *Program Proposals; Research Opportunities

The information in this report, compiled from Internet searches, conversations, and research, provides a broad range of material on how to apply for a grant. It is designed to serve as an introduction for counselors to sources of grant funding and particular grant programs, and to the grant application and dissemination process. Section 1 provides information on sources of funding in both private and government sectors. Section 2 explains the process of grant writing. The parts of a grant proposal are given along with instructions on what material should be included in each section. Section 3 lists sources of funding available from the Corporation for National and Community Service; the Department of Education; the Department of Health and Human Services; the Department of Justice; and the Department of Labor. It includes the specific areas they support, their funding allocations, and contact information. (JDM)

ED 459 411 CG 031 468

Susin, Janet; Kaplan, Lorraine; Slater, Louise
Breaking the Silence: Teaching the Next Generation about Mental Illness. For Upper Elementary Grades. Third Edition.
PUB DATE- 01
NOTE- 12p.; For the middle and high school editions, see CG 031 469-470. Sponsored by NAMI (National Alliance for the Mentally Ill), NAMI New York State, and NAMI Queens/Nassau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes toward Disabilities; Clinical Diagnosis; Curriculum Guides; Elementary Education; Health Activities; Health Education; Lesson Plans; *Mental Disorders; Mental Health; *Mental Health Programs; Outcomes of Treatment; *School Counseling
IDENTIFIERS- Sensitivity Analysis

This guide provides curriculum lessons for the upper elementary

Raphael, Taffy; Florio-Ruane, Susan; George, MariAnne
Book Club Plus: A Conceptual Framework To Organize Literacy Instruction. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Diversity (Student); Grade 3; Instructional Innovation; *Literacy; Primary Education; *Program Development; Program Effectiveness; *Reading Programs; *Teacher Collaboration
IDENTIFIERS- Conceptual Frameworks

This report addresses how literacy teachers can teach everything that their students need to develop the foundational skills and strategies of literacy, without sacrificing a focus on higher-level thinking about substantive content and good literature. It also addresses the impact on student learning when teachers use a literature-based reading program framework. The authors/educators and members of the Teachers Learning Collaborative present the results of a 3-year collaborative effort to create an innovative literacy curriculum framework that would support teachers' dual--and often competing--commitments in literacy instruction: (1) to make sure that all students have the opportunity to learn literacy skills and strategies with texts that are at their instructional level; and (2) to make sure that all students have access to, and instruction with, texts that are appropriate to their age level, even if the students are unable to read such materials without support. The report describes the result of their efforts, the Book Club Plus instructional framework. It first details the framework's conceptual foundations and the problem that it was designed to address, before describing the implementation of Book Club Plus in a third grade classroom. It concludes by presenting three cases, reflecting the diversity of students taking part in the program and the ways in which those students benefited from their participation in Book Club Plus and related activities. Includes 5 figures and 19 citations of children's books. (Contains 31 references.) (NKA)

ED 459 432 CS 014 567

Ripley, Abida
Charter Schools and Their Impact on Reading and Writing.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Educational Research; Elementary Secondary Education; Public Education; *Reading Achievement; *School Choice; *Scores; *Writing Achievement
IDENTIFIERS- Research Results

Much of the school choice debate today is centered on charter schools, which are similar to private schools in that they operate outside the bureaucracy of the public school system and have some level of autonomy in their organization and curriculum delivery. Many charter schools serve specific religious, ethnic, or demographic needs. Parents and educators who are charter school advocates define charter schools as

Practice.
PUB DATE- 01
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Higher Education; Portfolio Assessment; Program Development; Standardized Tests; Teacher Administrator Relationship; *Testing Problems; Testing Programs; *Writing Evaluation; *Writing Instruction; Writing Tests
IDENTIFIERS- Washington State University

Arguing that writing assessment and instruction should inform and influence one another, should evolve together, and should be developed locally, this book presents essays that analyze the development of the writing assessment and instruction program at Washington State University. The essays in the book directly challenge the use of national packaged assessment programs, such as standardized placement tests. Essays in part one, Program History: Three Narratives, are: (1) "The Continuing Program: A Retrospective View" (Richard Law); (2) "Authoring an Exam: Adventuring into Large-Scale Writing Assessment" (Richard H. Haswell and Susan Wyche); and (3) "An Assessment Office within a Writing Center: The Butterfly Effect" (Lisa Johnson-Shull and Susan Wyche). Essays in part two, Toward Outcomes, are: (4) "The Two-Tier Rating System: The Need for Ongoing Change" (Richard H. Haswell); (5) "The Obvious Placement: The Addition of Theory" (Richard H. Haswell); and (6) "Exploring the Difficult Cases: In the Cracks of Writing Assessment" (Galen Leonhardy and William Condon). Essays in part three, The Circle of Assessment and Instruction, are: (7) "Writes of Passage: Conceptualizing the Relationship of Writing Center and Writing Assessment Practices" (Lisa Johnson-Shull and Diane Kelly-Riley); (8) "Taking the 'Basic' out of 'Basic Writing'" (Susan Wyche); (9) "Value-Added Studies: Defending the Circle" (Richard H. Haswell); and (10) "Validation: Part of the Circle" (Richard H. Haswell). Essays in part four, Beyond Outcomes, are: (11) "Students as Stakeholders: Maintaining a Responsive Assessment" (Jennie Nelson and Diane Kelly-Riley); (12) "Faculty Opinion and Experience: The Writing Portfolio" (Fiona Glade, Diane Kelly-Riley, Susan McLeod, and William Condon); and (13) "Working with Administrators: A Dialogue on Dialogue" (Richard H. Haswell and Susan McLeod). The essay in part five, Program Future: Eight Questions, is: (14) "Whither? Some Questions, Some Answers" (William Condon, Fiona Glade, Richard H. Haswell, Lisa Johnson-Shull, Diane Kelly-Riley, Galen Leonhardy, Jennie Nelson, Susan McLeod, and Susan Wyche). Appendixes are: The Writing Program at Washington State University: A Time Line; Writing Placement Essay Prompts--Washington State University; and Information Rating Sheet. (RS)

ED 459 452   CS 217 546

Wallace, Ray, Ed.; Jackson, Alan, Ed.; Wallace, Susan Lewis, Ed.
Reforming College Composition: Writing the Wrongs. Contributions to the Study of Education.
PUB DATE- 00
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Diversity (Student); Educational Change; *Freshman Composition; *Higher Education; Instructional Effectiveness; Teacher Education; Teaching Methods; *Writing Achievement; *Writing Instruction; Writing Laboratories; *Writing Skills

Napoli, Mary
Preservice Teachers' Reflections about Learning To Teach Writing.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childrens Writing; Elementary Education; Higher Education; *Preservice Teacher Education; Qualitative Research; *Reflective Teaching; *Student Attitudes; *Student Teachers; *Teacher Attitudes; *Writing Instruction; Writing Research

A substantial body of research elaborates and documents how practicing teachers support the writing development of young children (Atwell, 1987; Avery, 1993; Calkins, 1986, 1994; Graves, 1981; Lensmire, 1994; Routman, 2000). Yet, there is limited research about how preservice teachers learn about children's writing (Dahl and Farnan, 1998) or about how opportunities to work in a classroom setting affect their prior beliefs about the teaching of writing (Newkirk, 1995). This study explores preservice teachers' reflections about invitations on their learning to teach writing during a nine-credit block of language and literacy courses. Using a teacher research lens, the study takes a second look at their reflections and suggests that the course invitations offer distinct opportunities for their learning about the teaching of writing. From the course invitations, preservice teachers reported they acquired new understandings about writing instruction as a result of participating in socially shared systems of learning. Implications for teacher research are outlined in clarifying a vision of studying the researcher's own teaching context as a form of knowledge production. (Contains 39 references and 6 notes. An appendix contains a list of interview questions.) (Author/RS)

ED 459 473 CS 217 779

Miller-Whitehead, Marie
A Review of the Literature on Early Childhood Cognitive Academic Language Assessments Suitable for Use in Ethnically Diverse School Systems.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Diagnostic Tests; Early Childhood Education; Evaluation Methods; *Language Tests; *Limited English Speaking; Literature Reviews; Second Language Learning; *Student Evaluation; *Test Selection; Testing; *Validity

Although there are many regions of the country that have historically been ethnically and linguistically diverse, school system data as well as information from the 2000 census and other sources has indicated that many hitherto homogeneous regions of the country and their educational institutions have experienced significant growth in populations of immigrant children and their families. Thus, many school systems have faced new challenges to meet the needs of these children from diverse cultural and linguistic backgrounds, including issues related to providing bilingual or English-as-a-Second-Language (ESL) education for their Limited English Proficient (LEP) children. Sources were selected from current extant

Campaigns (United States); Sexually Transmitted Diseases

IDENTIFIERS- Cellular Telephones; Korea; Local News; *Media Coverage; Television News

The Mass Communication and Society section of the proceedings contains the following selected 14 papers: "When No News Is Not Good News, Ignorance Is Not Bliss, and Your Mama May Not Have Told You: Female Adolescent Information Holding and Seeking about Sexually Transmitted Diseases" (Donna Rouner and Rebecca E. Lindsey); "Newspapers & the Internet: A Comparative Assessment of News Credibility" (Gregg A. Payne, David Dozier, and Afsheen Nomai); "Can Using Qualifiers Initiate Active Processing of Exemplars?" (Stephen D. Perry, John Beesley, Dave Jorgensen, Dave Novak, and Kari Catuara); "Media Ownership and 'Bias': A Case Study of News Magazine Coverage of the 2000 Presidential Election Campaign" (Craig Flournoy, Danielle Sarver, and Nicole Smith); "Do Newspapers Keep Autonomy in Times of National Crisis? A Case Study of the IMF Crisis in Korea, 1997-1999" (Irkwon Jeong); "Agenda Setting & Attitudes: An Exploration of Political Figures during the 1996 Presidential Election" (Spiro Kiousis); "The Effects of Warning Labels on Cellular Phones in Korea" (Sung Wook Shim and Jongmin Park); "Word People vs. Picture People: Normative Differences and Strategies for Control Over Work Among Newsroom Subgroups" (Wilson Lowrey); "Better Informed, No Say: Internet News Use and Political Efficacy" (Young Mie Kim); "Media Participation: A Legitimizing Mechanism of Mass Democracy" (Erik P. Bucy and Kimberly S. Gregson); "From Wall Street to Main Street: An Analysis of Stock Market Recommendations on TV Business News Programs" (Bruce L. Plopper and Anne F. Conaway); "Media and Democracy: News Media's Political Alienation Effect in Both Election and Non-Election Settings" (Tien-tsung Lee); "Misrepresentation of the Race of Juvenile Criminals on Local Television News" (Travis L. Dixon and Cristina Azocar); and "Redefining Homelessness: How Tucson Recyclers Resist the Media's Stereotyping" (Deborah Kaplan). (RS)

ED 459 492 CS 510 709

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Communication Theory and Methodology Division.

PUB DATE- 01

NOTE- 390p.; For other sections of the 2001 proceedings, see CS 510 704-724.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adolescents; Agenda Setting; Bias; *Censorship; Foreign Countries; Global Approach; *Health Education; Higher Education; Internet; *Journalism Education; Mass Media Effects; *Mass Media Use; Media Research; News Writing; Newspapers; *Presidential Campaigns (United States); Presidents of the United States; *Research Methodology; Statistical Analysis; Validity

IDENTIFIERS- Breast Cancer; Japan; Media Coverage; Poland; Recession; Third Person Effect; *Vice Presidents of the United States

The Communication Theory and Methodology section of the proceedings contains the following 12 selected papers: "Innovativeness and Perceptions of Faculty Innovation Champions on the Diffusion of World Wide Web Course Features" (Patrick J. Sutherland); "A Communication 'Mr. Fit'? Living with No Significant Difference" (Fiona Chew, Sushma Palmer, and Kalyani

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Cultural Context; Cultural Differences; *Cultural Influences; Educational Development; *Educational History; *Educational Philosophy; Educational Practices; Elementary Secondary Education; Foreign Countries; Modernization; Outcome Based Education; Postsecondary Education; Traditionalism
IDENTIFIERS- *Japan

This book was written with the intention of presenting meaningful and interesting information about education in Japan in a way so that readers will obtain a more complete understanding of it. There are three characteristic ways the Japanese think about education: (1) there is an emotionally charged "penchant for education," which is not necessarily logically based; (2) the fundamental purpose of education is toward the cultivation of character or "kokoro"; and (3) there is a push toward "equality" in education in that all children can and should develop in the same manner. The teaching of knowledge and skills is referred to as "training" and is given a status lower than that given to character development. The history of education in Japan is presented to provide context for the maintenance of these values and their selective evolution that helped the country recover from World War II and eventually become an economic superpower. The various values and facets of education in Japan present both strengths and hindrances to modernization in ways that can be difficult for somebody outside the country's culture to understand. It is hoped that this book will shed light on these traits, values, strengths, and problems that make Japanese education distinctively unique. (RT)

ED 459 514 EA 031 464

Johansen, Ingrid M.
Public School Volunteers: Law and Liability in North Carolina.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board of Education Policy; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; *Public Schools; *School Law; *Volunteers
IDENTIFIERS- *North Carolina

Volunteer involvement in North Carolina public schools is steadily increasing, yet few local school boards have official policies governing the use of volunteers in their schools. An official volunteer policy reduces the risk of injury to participants in school volunteer programs, reduces a school board's liability exposure, and reduces volunteers' own exposure to liability. Screening mechanisms designed to help prevent dangerous or unqualified individuals from gaining access to school facilities, employees, and students reduce the risk of injury in public schools using volunteers along with specific guidelines on training and supervising volunteers. This book addresses the major liability issues for volunteers and school boards in three parts: (1) the risk of liability for volunteers themselves; (2) direct school board liability; and

Preparation (1st, Racine, WI, February 7-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Trends; Elementary Secondary Education; Leadership Styles; *Principals; *Professional Development; *Superintendents

This paper reports on the current thinking about the position of principal and superintendent in America's schools. The positions of school principal and district superintendent have been undergoing changes in definition and scope over the last century and a half. As America undergoes significant societal transformation, the definition of these two positions has to evolve to meet the complex demands the country puts on its schools. The history of the development of the principalship and superintendency is given to provide context for the challenges aspiring education leaders will face in the new millennium. A noted systemic problem in higher education is the inability of many universities to provide adequate instruction relevant to today's leadership needs in education. Recommendations include leadership preparation programs being redesigned to reflect collaborative instructional leadership that works through transformational processes. Such programs must be organized around problems of practice and delivered in collaboration with practitioners. Developmental evaluation processes need to be contained to assess aspiring leaders based upon their level of development. Programs should have a critical mass of five to six faculty devoted to the preparation of new forms of leadership for the schools. (Contains 51 references.)

ED 459 535 EA 031 486

MacBeath, John, Ed.; Mortimore, Peter, Ed.
Improving School Effectiveness.
PUB DATE- 01
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Development; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Planning; *School Effectiveness
IDENTIFIERS- *Scotland

School effectiveness is an issue that has preoccupied researchers and policymakers for 3 decades. To study how ineffective schools become effective and what constitutes an effective school, the Improving School Effectiveness Project was carried out in Scotland from 1995 to 1997. This project forms the basis of discussion in this book, which has 11 chapters: (1) "School Effectiveness and Improvement: The Story so Far" (John MacBeath and Peter Mortimore); (2) "The Policy Context" (John MacBeath and Jim McCall); (3) "The Research Design and Methods" (Pamela Robertson, Pam Sammons, Sally Thomas, and Peter Mortimore); (4) "Attainment, Progress and Added Value" (Sally Thomas, Rebecca Smees, Pam Sammons, and Peter Mortimore); (5) "Views of Pupils, Parent and Teachers: Vital Indicators of Effectiveness and for Improvement" (Jim McCall, Iain Smith, Louise Stoll, Sally Thomas, Pam Sammons, Rebecca Smees, John MacBeath, Brian Boyd, and Barbara MacGilchrist); (6) "Extending the Quality Framework: Lessons from Case Study Schools" (Pamela Robertson and David Toal); (7) "Change Leadership: Planning,

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Principles; Elementary Education; *Elementary School Teachers; *Ethics; *Inclusive Schools; Interpersonal Relationship; Interviews; Models; *Reflective Teaching; *Teacher Attitudes

This paper addresses ethical issues in the inclusion of children with disabilities in general education programs and reports on interviews with 11 female elementary school teachers in four states. Interviews examined teachers' reflections on the moral aspects of four inclusionary scenarios and their bases, including those based on law and rights, those that are linear in nature, or those based upon relationships among students. A review of the literature considers both the ethical and comparative models of analysis, inclusion in the history of special education, and the purpose of education. The debate over inclusion is seen within the context of either a linear or relational ethical argument. Overall, teachers supported the concept of inclusion and tended to make ethical considerations in terms of relational structures. The teachers felt the purpose of education was the development of life skills or academic skills. There was consensus that inclusionary placements would be less than successful if a particularly disruptive or violent child or a child with extraordinary health needs were placed in the regular class. (Contains 55 references.) (DB)

ED 459 555 EC 308 742

Baine, David
Special Needs Program Review Profile.
PUB DATE- 01
NOTE- 81p.; Produced by Vector International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Definitions; *Disabilities; *Educational Practices; Elementary Secondary Education; Evaluation Methods; *Individualized Education Programs; *Instructional Effectiveness; Program Development; *Student Evaluation; Student Placement; Teaching Methods

This document provides a comprehensive list of best practices associated with effective and efficient programs for students with various disabilities: social/behavioral, sensory, physical, and cognitive and/or communicative. It is intended to assist in the design and implementation of least intrusive, chronologically age-appropriate, gender and culturally appropriate, positive, normative, and non-stigmatizing individualized education programs. Forms for quarterly review of student progress are included. Individual sections of the profile manual address the following aspects: (1) instructional methods; (2) behavior management methods; (3) assessment methods; (4) curriculum and the Individual Program Plan; (5) adaptive equipment and environmental modification; (6) medical-physical needs; (7) staffing and support services; (8) placement; and (9) communication. A detailed glossary provides definitions, explanations, examples and instructional suggestions for each profile term or concept printed in italics. (DB) by "access to the general curriculum," and describes a framework of curricular modifications that provides access as well as a decision-making model. Subsequent chapters expand on the Individualized Education Program team's role by discussing person-centered, student-directed planning and student program evaluation based on themes of empowerment. Chapters 7 through 9 describe how to create a learning community, what classroom-level curriculum and instructional decisions can affect progress, and what teaching strategies work to enable students to progress in the general curriculum. Chapters 10 through 16 focus on specific issues including: achieving effective home-school partnerships; classroom management through positive behavioral supports; promoting self-determination; functional academics; community-based instruction; sexuality and social inclusion; and assistive technology. The final chapter provides a summary of the processes presented. (Contains approximately 375 references.) (DB)

ED 459 574   EC 308 762

Harrison, Holly
SELF (Supports for Early Learning Foundations): A Non-Directed Model Demonstration Project. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 01
NOTE- 345p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; *Curriculum Development; *Disabilities; *Early Intervention; Evaluation Methods; Inservice Teacher Education; Parent Education; Postsecondary Education; *Preschool Education; Preservice Teacher Education; *Teaching Models; Toddlers
IDENTIFIERS- New Mexico

This final report describes achievements and activities of Project SELF (Supports for Early Learning Foundations), a federally funded project in New Mexico which developed, evaluated, and replicated an innovative model that provides strategies for early interventionists and families to support early learning foundations. The project identified local and national needs; developed, implemented and evaluated a pilot Self Observation Process; and developed a curriculum for supporting children's self-regulation adaptive strategies. Project SELF developed a model of regulation that consists of five domains of regulation: neurophysiological, behavioral, emotional, social-communicative, and environmental. The SELF Assessment-Intervention process includes a family interview, an observational assessment tool, and a strategies menu for each daily routine of concern. The project disseminated information to over 400 people through workshops, conference presentations, and preservice lectures. It also developed a self-contained training package that includes a training manual, accompanying CD-ROM, assessment-intervention protocols, and a family participation guide. Individual sections of the report address the project's goals and objectives, theoretical framework, participants, methodological problems, evaluation findings, impact, and future activities. Six extensive appendices detail project development, dissemination and training activities, and provide project forms. (Contains 12 pages of references.) (DB)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Building Design; *Dormitories; Higher Education; *Legal Responsibility; *Maintenance
IDENTIFIERS- Building Evaluation; *Jackson State University MS

This report assesses: (1) whether the Jackson State University (JSU) Honors Dormitory required nearly $1 million in repairs two years after it was built because of inappropriate design, construction, and maintenance; and (2) if the state or university has legal recourse to recover damages resulting from inferior design and/or construction specifications. Findings reveal that JSU did not effectively investigate or identify existing subsurface water collection problems at the site. Also, the State Institutions of Higher Learning (IHL) did not assure that the dormitory was properly maintained when JSU failed to resolve the groundwater problem. Neither JSU nor the Department of Finance and Administration has legal recourse to recover damages to pay the repair expenses. Recommendations suggest: (1) a high-level JSU review of the university's preventive maintenance plan; (2) a JSU review of the distribution of maintenance responsibilities between facility maintenance staff and the student affairs staff to determine effective maintenance methods; and (3) the adoption of a uniform policy for preventive and emergency maintenance programs for all campus facilities. Concluding sections present responses to the report. (GR)

ED 459 596 EF 006 044

Marks, Judy
The Educational Facilities Laboratories (EFL): A History. Revised.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Planning; *Educational Finance; Educational Research; Elementary Secondary Education; Leadership; Nonprofit Organizations; *Organizational Effectiveness; *Organizational Objectives
IDENTIFIERS- *Educational Facilities Laboratories IL

This publication presents information on the history, operations, and accomplishments of the Educational Facilities Laboratories (EFL), a nonprofit corporation established to help schools and colleges maximize the quality and utility of their facilities, stimulate research, and disseminate information to facility planners. Included are descriptions of EFL's funding, guiding principles, leadership, and operations over its 28-year history. It also explores EFL's aggressive philanthropic philosophy and innovative approaches to school project funding, its development of the open plan approach that influenced basic school design in the 1960s and early 1970s, and the school construction systems and development team that created a standardized method for constructing school buildings. A discussion about EFL publications and a list of these publications and EFL films are provided. (Contains 18 references.) (GR)

ED 459 597 EF 006 045

Ansley, James
The Garrett Case and Public School Accessibility.

ED 459 618 FL 027 105

Requirements for the Participation of Students with Limited English Proficiency: A Guide for Educators and Parents. Spring 2000 Update.
PUB DATE- 00
NOTE- 9p.; For the Students with Disabilities version of this Guide, see ED 445 426.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Second Language Instruction; Second Language Learning; Spanish Speaking; *State Standards; *Student Evaluation
IDENTIFIERS- *Massachusetts

This document provides an overview of the Massachusetts Comprehensive Assessment System (MCAS), the state's student testing system. MCAS measures the performance of students, schools, and districts by assessing student knowledge of the academic learning standards contained in the Massachusetts Curriculum Frameworks. The purpose of this document is to assist principals, bilingual education directors, English-as-a-Second-Language staff, and other educators to assess the status of each limited English proficient student and to determine whether he or she is required to participate in MCAS in the spring of year 2000. The document is organized accordingly: Part 1, "Overview of the Massachusetts Comprehensive Assessment System"; Part 2, "Overview of Definitions and Policies for Assessing LEP Students," including details concerning the definition of Limited English Proficient (LEP), MCAS participation requirements for LEP students, LEP students with disabilities, student identification forms, and reporting of LEP results; Part 3, "The Spanish Version MCAS Tests," including content areas tested, types of questions, Spanish-version test materials, and test administration guidelines for the spring of 2000. (KFT)

ED 459 619 FL 027 106

Epstein, Melissa A.; Ladefoged, Peter
Phonation Types in Amerindian Languages.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Athabaskan Languages Conference (Los Angeles, CA, May 18-20, 2001). In: Tuttle, S. and G. Holten, Eds. "Proceedings of the 2001 Athabaskan Languages Conference (Los Angeles, May 18-20, 2001)" Working Paper No. 1. ANLC (2001) pp. 154-162.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustic Phonetics; *Athapascan Languages; Distinctive Features (Language); Foreign Countries; Grammar; Intonation; *Phonology; Pronunciation; Salish; Second Language Instruction; Second Language Learning; Speech Communication; *Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages
IDENTIFIERS- Mazatec; Mexico; Salish (Tribe); Zapotec

This paper lays out techniques for investing different types of that, to the extent that an institution contracts with a server to administer any aspect of Title IV programs, the applicable compliance requirements also apply to the server. This document also contains an update to the 1995 Audit Guide that provides guidance to the independent public accountants engaged to audit functions performed by institutions servers, identifies additional compliance requirements, clarifies some existing requirements, and includes information on changes that result from regulations effective as of July 1, 1997. Some portions of the guide update are pages to be inserted into the original; other sections contain pen-and-ink changes to be inserted. (SLD)

ED 459 641 HE 034 529

How To Apply for Student Financial Aid.
PUB DATE- 01
NOTE- 25p.; Transparencies not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *College Applicants; College Choice; Grants; *High School Students; High Schools; Higher Education; Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs

This package is a collection of 12 transparencies to accompany a discussion of reasons to go to college and how to pay for college. The first sheet is an introduction, and the second poses the question "Why go to college or career school?" The third transparency summarizes topics related to paying for college or career school, and the rest of the set highlights some issues in applying for financial aid, including definitions of the three types of aid: grants, loans, and work study. A printed black-and-white version of each transparency is included. (SLD)

ED 459 642 HE 034 530

SFA Traditions: Celebrating Our Mission.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Federal Aid; Higher Education; Program Descriptions; Student Financial Aid; *Student Financial Aid Officers

This document is the second in a series of "core curriculum" courses designed by Student Financial Assistance (SFA) "University," a training program for SFA employees. The one-day course traces the history of student financial assistance, describes what the SFA organization looks like today, and outlines the standards to which SFA must adhere to create a better future for the millions of students who will enter higher education. The course describes three "moments of truth" students face as they go through the financial aid process: aid application, aid offer, and aid repayment. Participants are asked to reflect on six scenarios of students seeking financial aid and to focus on the four SFA service standards: (1) be courteous; (2) be efficient; (3) be worthy of trust; and (4) deliver great products and services. Four service accountability scenarios are also presented. (SLD)

Evaluation; Tables (Data)
IDENTIFIERS- Educational Indicators; *Performance Indicators; *United Kingdom

This is the third report in an annual series providing performance indicators relating to higher education in the United Kingdom. The report is based on data from the academic years 1998-1999 and 1999-2000. Indicators are given for the 169 publicly funded institutions of higher education in the United Kingdom. Indicators, presented in seven major tables, address: (1) participation of under-represented groups in higher education, young full-time undergraduate entrants; (2) participation of under-represented groups, mature full-time undergraduates and part-time students; (3) noncontinuation following first year of entry into institution; (4) resumption of study after a year out of higher education; (5) projected learning outcomes and efficiencies; (6) module completion rates; and (7) share of research output per share of research input, weighted by cost center. Four appendixes contain: a geodemographic analysis; adjusted sector benchmarks; technical notes on protected outcomes and efficiencies; and notes on research indicators. (Contains 7 charts and 15 tables.) (SLD)

ED 459 664 HE 034 562

Moving toward Competency-Based Admissions: A Northeast Regional Symposium (Manchester, New Hampshire, October 22, 1998).
SPONS. AGENCY- Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.; National Commission for Cooperative Education, Boston, MA.; National School-to-Work Opportunities Office, Washington, DC.; New England Association of Schools and Colleges, Burlington, MA. Commission on Independent Secondary Schools.; Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 8p.; Also sponsored by the Higher Education Information Center and the New Hampshire School-to-Work Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; *College Admission; College Applicants; *Competency Based Education; Higher Education; Program Evaluation; Student Evaluation

These proceedings include an overview of the meeting, at which 75 leaders from secondary and postsecondary education, business, and state agencies met to discuss competency-based education systems and updates on the status of competency-based admissions in a number of states. The proceedings also provide a list of suggested regional activities to promote competency-based systems in northeast region of the U.S. as well as information on other resources that are available. Symposium participants identified a number of general models, practices, and lessons learned to be shared and cultivated throughout the region. These steps and considerations of competency-based system design were highlighted: (1) create a clear, consistent understanding of competency-based admissions; (2) identify advocates within each stakeholder group; (3) align standards and proficiencies; (4) provide training and support for those responsible for implementation; (5) use a systems approach; and (6) create a data collection and evaluation system. A number of potential challenges must be addressed by any state that attempts to build a competency-based system, including defining and assessing the competencies, securing resources, and ensuring that transcripts and credentials can be recognized and

Goodall); (13) "The Reluctant Software Developers" (Leonard Webster and David Murphy); (14) "The Great Courseware Gamble" (Bridget Somekh); (15) "Poetic Seeing" (Lee Kar Tin and Wong Lai Fong); (16) "Who Is Leading Whom?" (Michelle Selinger); (17) "Traveling without Maps" (Alison Littler and Jan Mahyuddin); (18) "Techno Hero Fiasco" (Julianne Moss, Mary Fearnley-Sander, and Claire Hiller); (19) "The Tragedy of the Early Adopters" (Mark Smithers and Christine Spratt). The book includes a list of further readings and an index. Many papers contain references. (Contains 35 references.) (MES)

ED 459 684 IR 020 991

Steinemann, Namji Kim; Fiske, Edward B.; Sackett, Victoria
Asia in the Schools: Preparing Young Americans for Today's Interconnected World. A Report of the National Commission on Asia in the Schools.
PUB DATE- 01
NOTE- 76p.; "Core funding for the National Commission on Asia in the Schools has been provided by The Freeman Foundation."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Studies; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Global Education; Higher Education; Instructional Design; Instructional Development; Resource Centers; Teacher Education; Teaching Models
IDENTIFIERS- *Asia

This report presents an analysis of the status of teaching and learning about Asia in U.S. K-12 schools. Chapter one, "The United States and Asia: Opportunities and Challenges," addresses Asia's global profile, Asia as a market, as a partner, as a competitor, and as the invisible unknown, Asia in America, and the need for an Asia-related focus. Chapter two, "What Americans Know and Think about Asia," discusses the importance of learning about Asia and world cultures, the role of schools in conveying knowledge of Asia, concerns about how schools deal with Asia, and general knowledge about Asia. Chapter 3, "Teaching and Learning about Asia: The State of the Field," covers Asia in the curriculum, teacher preparation in Asian studies, and teaching materials on Asia. Chapter 4, "What American Students Need To Know about Asia," recommends principles to be applied to planning, designing, and implementing teaching and learning about Asia. Chapter 5, "Models of Excellent Teaching and Learning about Asia," provides examples of "best practices" in 16 schools, districts, and higher education institutions. Chapter 6, "Toward International Education" presents the recommendations of the National Commission on Asia in the Schools. Chapter 7, "Asia in the Schools: Preparing Young Americans for Today's Interconnected World," considers the changes in the world and consequences for today's young people. A list of resource centers is included. (Contains 43 references.) (MES)

ED 459 685 IR 021 041

Lester, Marilyn A.
What Students Said about Interactive Video Instruction: Results of Two Surveys Conducted by the West Suburban Post-Secondary Consortium.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.

Grade 4; *Instructional Development; Intermediate Grades; *Skill Development; Teacher Developed Materials; Teaching Methods; *Thinking Skills; World Wide Web
IDENTIFIERS- *Technology Utilization; Web Based Instruction

This report describes a program, utilizing both critical and creative thinking skills, to enhance the educational process through the use of technology. The targeted population consisted of fourth grade students in a growing middle class community located in northern Illinois. The lack of higher-order thinking skills was documented through teacher-made inventories, teacher-made content area tests, and a thinking skills rubric. Data revealed that students lacked skills related to higher-order thinking, the ability to explain problem-solving strategies, and the ability to transfer knowledge to new situations. Educators consistently fail to provide explicit instruction in higher-order thinking skills and resist change in teaching practices and curriculum to include the needed instruction. Reviews of curricula and instructional strategies revealed a curricular under-emphasis on information pertaining to higher-order thinking skills. A review of solution strategies, combined with an analysis of the problem setting, resulted in the selection of one intervention: implementation of a teacher-constructed program with an increased emphasis on higher-order thinking processes. The World Wide Web-based project provided students with unlimited access to information and activities using the higher-order thinking skills of application, analysis, synthesis, and evaluation. Post intervention data indicated an increase in student use of higher-order thinking skills. Recommendations by the researchers include making the project school-wide and having one person coordinate the program. (Contains 37 references.) (Author/MES)

ED 459 703 IR 021 062

Applin, Elizabeth Anne Gates
The Application of Language Acquisition Theory to Programming Concept Instruction: Chunks versus Programs from Scratch.
PUB DATE- 99
NOTE- 121p.; Ph.D., University of Southern Mississippi.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; Community Colleges; *Computer Science Education; Critical Thinking; Instructional Design; *Instructional Effectiveness; Intermode Differences; Language Acquisition; *Programming; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Assignment Models

This study explored the relationship between assignment-based teaching methods and achievement in an introductory programming course. Subjects in the study were 42 community college students in south Mississippi. All participants completed the Watson-Glaser Critical Thinking Appraisal and the Productive Environment Preferences Survey. These instruments, along with ACT English and math score and high school math grade point average, formed the pretreatment measures. After two identical programming assignments, students in the control group wrote all programming assignments from scratch while students in the experimental group began adding their coded solutions to larger well-documented programs furnished by the researcher/instructor. Qualitative observations of students from the two groups the following semester indicated that the template methodology could have positive long-term effects on many characteristics of student programs. The programming developed and developing countries, the development of information technology (IT) and the Internet has had a profound political, social, and economic impact on developing countries. IT and the Internet revolution are shaping the world into new polarized entities due to the uneven distribution of wealth, physical development, and literacy. The unequal distribution of wealth has not only impeded the acquisition of IT and the Internet for developing countries, but also created a real danger that IT and the Internet will exacerbate the existing digital divide. The political and socio-economic scenario in Malaysia has been affected by the emergence of IT and Internet. At the beginning of the new millennium under its Prime Minister, Dr. Mahathir Mohamad, Malaysia appears to be standing on a double-edged sword. With the inauguration of his brainchild, the Multimedia Super Corridor (MSC), Mahathir is facing an uphill task in his political career and reputation. The paradox is that, while Mahathir's administration is a strong advocate of IT and Internet in the interest of economic development, it fears the erosive effects on political control and influence. In short, IT and Internet are a dream as well as a nightmare. Mahathir has promoted IT, but now IT seems to be one of the reasons for his waning power. (Contains 20 references.) (Author/MES)

ED 459 723 IR 058 217

Slavic, Aida
Teaching Classification To Fit a Modern and Sustainable LIS Curriculum: The Case of Croatia.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Course Content; *Curriculum Development; Foreign Countries; Higher Education; Indexing; Information Technology; Internet; *Library Education; Library Schools
IDENTIFIERS- Croatia

Library classification at the Croatian library school of the Department of Information Sciences, University of Zagreb (Croatia) has an important place in the department's curriculum. This is due to the fact that classification is the most important indexing language in Croatian libraries and documentation centers and services, and its role has not been undermined by library automation, as is the case elsewhere. The course, Classification and Classification Systems, has undergone many changes since the school was established in 1976. One of the most important objectives of the course, besides introducing classification as a tool, is to teach about content analysis and classification as a process. Another important goal of the course is to teach students how to adapt and use classification for different purposes and in different environments. The current syllabus embraces the use of classification in information organization and presentation in different kinds of collection from book and non-book materials to information resources on the Internet. Even more importantly, the course covers the application of classification information retrieval and discovery. It is the expected that the public library will continue to be a local center for culture and knowledge where people also get together, but there is no doubt that the virtual library will be a matter especially for reference work. (Author/MES)

ED 459 744 IR 058 238

Hansen, Lone
Bibliotek.dk: Immediate Access to Danish Libraries--A Path To Follow.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Electronic Libraries; Foreign Countries; Government Libraries; Legislation; *Library Development; Library Materials; *Library Services; Public Libraries; Research Libraries; Users (Information); *World Wide Web
IDENTIFIERS- Denmark; *Web Sites

Bibliotek.dk is a development project, resulting in a World Wide Web site, that gives the Danish citizen access via the Internet to search and order material in the collections of Danish public and research libraries. The citizen decides himself or herself which library he or she wants to collect the material from. Bibliotek.dk is developed in connection with the change of the public libraries act into an act regarding library services. The act was passed in May 2000 and concerns both the Danish public libraries and a number of government and government-funded libraries. Major topics covered by this paper include: (1) background on DanBib (a database containing location information from public and research library collections); (2) the development from DanBib to bibliotek.dk, including the user's central position, accessibility, the library role, access to other Internet services, technology, and fees; (3) opening and use of bibliotek.dk, including the information campaign, number of requests, materials in demand, users, user expectations and wishes, and changes in the libraries; and (4) improvements for the near future. (MES)

ED 459 745 IR 058 239

Kuehn, Jennifer
We're Still Here: Traditional ILL after OhioLINK Patron-Initiated Requesting and Ejournals.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Consortia; *Electronic Journals; Electronic Libraries; Higher Education; *Interlibrary Loans; *Library Networks; *Shared Library Resources; State

DESCRIPTORS- Academic Libraries; Business Administration Education; Cooperative Programs; Electronic Libraries; Foreign Countries; Higher Education; *Learning Resources Centers; *Library Development; Metaphors; Models; Research Libraries; World Wide Web

IDENTIFIERS- Denmark; *Knowledge Management; *Learning Environments

This paper presents a Knowledge Sharing project at the Aarhus School of Business (Denmark). As a result of a close cooperation between the Faculty of Modern Languages and the Library of the Aarhus School of Business, a Learning Resource Centre (LRC) is being established. The LRC serves as an exploratorium for the development and testing of new forms of communication and learning, at the same time as it integrates the information resources of the electronic research library. The Library of the Aarhus School of Business acts as a facilitator and is the hub of the learning environment responsible for the development of methods and tools for the common platform of knowledge sharing. In an interaction between the professional learning environments, the library, and an external information technology development environment, the objective is to create models for Intelligent Knowledge Solutions that can contribute to form the learning environments of the school in the 21st century. (Author/MES)

ED 459 766 IR 058 260

Cadenas, Paula

Evaluation of Multimedia: Why and How? An Expedition in Three Voyages.

PUB DATE- 01

NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Electronic Publishing; *Evaluation Criteria; Foreign Countries; *Instructional Material Evaluation; *Multimedia Materials

IDENTIFIERS- Digital Data; Venezuela

This paper narrates the three years of experience of the Banco del Libro's (Venezuela) Committee of Evaluation of Digital Formats. It describes how this institution, after 40 years of experimentation with the printed word, has made its move into the digital domain. The parts of digital formats are summarized, including: the medium; authorship data; technical data; and synopsis, general content, and function for informative and recreational publications. Criteria for the evaluation of interactive multimedia resources are presented, including: typography, color, illustrations and pictures; animation; multimedia; and interactivity. Some new reflections about reading and other findings related to digital formats are also discussed. (MES)

ED 459 767 IR 058 261

de Carvalho, Elizabet Maria Ramos

Grey Literature and Its Contribution to Knowledge Society.

PUB DATE- 01

NOTE- 12p.; In: Libraries and Librarians: Making a Difference in

NOTE- 19p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; Information Technology; *Institutes (Training Programs); *Leadership; *Library Personnel; *Library Services; *Professional Development; Program Evaluation; State Libraries
IDENTIFIERS- California State Library; Stanford University CA

This paper reports on a leadership institute for library staff at Stanford University (California) and the California State Library that had the goal of elevating the quality of services libraries and related bodies provide to information users in the 21st century through development of library leaders and managers and by increasing the understanding and adoption of best practices in information technology. The major sections of the paper cover the following topics: (1) background; (2) grant funding; (3) the advisory group; (4) institute development; (5) application and selection process for participants; (6) communications with participants; (7) why participants chose to attend the institute; (8) the summer institute schedule and thematic tracks (i.e., leadership, information technology, library collections and services in the digital age, organizational effectiveness, and preservation/facility planning); (9) evaluation processes; (10) institute program evaluation, including immediate impacts by participants and most useful experiences; (11) planned application of institute experience; (12) outcomes, including methods of sharing information about the institute and specific actions/impacts as a result of the institute experience; and (13) future summer institutes. A schedule of the institute speakers is appended. (MES)

ED 459 788 IR 058 283

Liu, Yan Quan
Collaborative Efforts in Cross-Country Studies on Information Sharing Infrastructure between China and the US: Introducing an International Cooperative Research Method.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Foreign Countries; *Information Services; *International Cooperation; Library Cooperation; *Research Methodology; Shared Resources and Services
IDENTIFIERS- China; *Collaborative Research; *Electronic Resources; United States

Two studies conducted during 2000-2001 compared how information resources are shared collaboratively through electronic devices between libraries in the United States and China. The two studies, presented at the ASIST (American Society for

This book provides guidelines for evaluating a variety of database types, including abstracting and indexing, directory, full-text, and page-image databases available in online and/or CD-ROM formats. The book discusses the purpose and techniques of comparing and evaluating the most important characteristics of textual databases, such as their scope, dimensions, source coverage, record content, accuracy, consistency, currency, and completeness. Evaluation models and procedures are given for widely used databases (e.g., Books in Print, Ulrich's Periodicals Directory, Library and Information Science Abstracts and their full-text version), whose subject, content, and terminology are familiar to librarians and information specialists irrespective of their specialization. Beyond traditional online and CD-ROM databases, the book illustrates the evaluation of the new World Wide Web-born information resources (e.g., Amazon, Barnes and Noble, The Electric Library, and Northern Light). Dozens of other databases are used to illustrate significant differences of purported similar coverage (e.g., PsycINFO and Mental Health Abstracts). The book includes 12 chapters that cover: database products, producers, and publishers; database content evaluation criteria; database subject scope; database dimensions; database source coverage; record content; accuracy; format and content consistency; completeness; quality of subject indexing; quality of abstracts; and cost considerations. Includes an index. (Contains 212 references and approximately 360 illustrations/figures.) (MES)

ED 459 808 IR 058 340

Lazinger, Susan S.
Digital Preservation and Metadata: History, Theory, Practice.
PUB DATE- 01
NOTE- 359p.; "With an annotated list of electronic social science data archives and cultural heritage digitalization. Projects and centers by Helen R. Tibbo." Support provided by the School of Library Archive and Information Studies, Hebrew University of Jerusalem, the School of Information and Library Science, University of North Carolina at Chapel Hill, and the School of Library and Information Science, North Carolina Central University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; *Electronic Libraries; Electronic Publishing; Foreign Countries; *Library Materials; Library Services; *Metadata; Models; *Preservation; Standards; World Wide Web
IDENTIFIERS- Digital Collections; Digital Data; *Digital Preservation; *Electronic Resources

This book addresses critical issues of digital preservation, providing guidelines for protecting resources from dealing with obsolescence, to responsibilities, methods of preservation, cost, and metadata formats. It also shows numerous national and international institutions that provide frameworks for digital libraries and archives. The first section of the book addresses theoretical aspects and includes two parts. Part I covers issues, including: why digital preservation is an issue; what electronic data should be preserved; who should be responsible for digital preservation; how electronic publications can be the Hawthorn Community Education Project" (Ian Falk); "Connected: Rural Women Build Social Cohesion through Literacy, Cobram Community House" (CRLRA with Barry Golding); and "Leadership in a Rural Region: Gippsland Community Leadership Program, SCOPE Quality, Learning Morwell" (CRLRA with Barry Golding, Josepine Balatti). A conclusion, "Building Communities: ACE, Lifelong Learning, and Social Capital" (Ian Falk, Josephine Balatti), highlights what was learned. Demographic maps are appended. (YLB)

ED 459 317 CE 082 470

Wlodkowski, Raymond J.; Mauldin, Jennifer E.; Gahn, Sandra W.
Learning in the Fast Lane: Adult Learners' Persistence and Success in Accelerated College Programs. New Agenda Series TM . Volume 4, Number 1.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Acceleration (Education); *Adult Dropouts; *Adult Students; Demography; Dropout Characteristics; Dropout Research; Educational Research; Grade Point Average; *Higher Education; School Holding Power; Sex Differences; Student Attitudes; Student Characteristics; Student Surveys; *Success; Time to Degree
IDENTIFIERS- Regis University CO; University of Missouri Kansas City

This report reviews a study to identify individual factors that affect adult learners' success and persistence in college programs. Part 1, a historical analysis, uses past records of students to analyze patterns of persistence and success. It examines how demographic variables relate to continuing enrollment, grade point average (GPA), and degree completion at the University of Missouri at Kansas City (UMKC) and Regis University (RU) over 6 years. Results for RU show female adult learners are 2.3 times more likely than males to graduate within 6 years; having previously attended other colleges, having more transfer credits, and having higher GPAs increases the likelihood of graduation for students in the accelerated programs; older students are more likely to drop out after one term; and students with higher grades are less likely to drop out. Results for UMKC indicate women adult learners and students with no prior college experience are more likely to drop out. Part 2, a current analysis, surveys students to understand factors and experiences contributing to persistence and success. Results indicate no demographic variables are associated with persistence; for adult learners at RU, financial aid, higher grades, and more transfer credit are positively associated with persistence; for UMKC, persistence is positively associated with adult learners who are ethnic minorities, receive financial aid, or have higher grades. Appendixes include 55 references, survey, and 8 tables. (YLB)

ED 459 318 CE 082 485

Administrative Office Technology. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). Revised.
PUB DATE- 01
NOTE- 20p.; For other FasTrak ITACs, see CE 082 486-493 and CE 082 496.
LANGUAGE- English

A Second Chance for the Fourth Chance: A Critique of the Workforce Investment Act of 1998 and a Challenge to State and Local Workforce Investment Boards. Policy Issues Monograph.

SPONS. AGENCY- National Council on Employment Policy, Washington, DC.

PUB DATE- 99

NOTE- 108p.; For the related work "A Fourth Chance for Second Chance Programs: Lessons from the Old for the New", see CE 082 684.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; At Risk Persons; *Delivery Systems; Education Work Relationship; Educational Finance; *Employment Programs; Employment Services; *Federal Legislation; Federal State Relationship; Financial Support; Guidelines; Information Systems; Integrated Services; Job Placement; Job Training; Labor Force; *Labor Force Development; Labor Market; Literacy Education; Needs Assessment; Occupational Information; Older Adults; *Policy Formation; Poverty; Program Effectiveness; Program Evaluation; *Public Policy; Resource Allocation; Salary Wage Differentials; Systems Approach; Welfare Recipients; Young Adults; Youth Employment; Youth Problems

IDENTIFIERS- Job Training Partnership Act 1982; Living Wage; One Stop Centers; Second Chance Programs; Welfare Reform; *Workforce Investment Act 1998

The effectiveness of the Workforce Investment Act (WIA) of 1998 was critiqued. WIA was praised for providing an avenue for communication among state and local agencies during development of workforce development plans, potentially allowing individuals to choose from a wider array of services and service providers, spreading the concept of one-stop career centers nationwide, and potentially providing for sharper and more meaningful focus on local outcomes. The following shortcomings of WIA were identified: (1) its "work first" commitment makes training a last resort; (2) it lacks a coherent mission; (3) it fails to provide additional monies for improved labor market information systems; and (4) its youth component limits services to the economically disadvantaged. Fifteen specific recommendations for addressing these weaknesses were presented, including the following: (1) allow training operators to serve all dislocated and disadvantaged workers otherwise unable to qualify for and obtain jobs providing family-sustaining earnings; (2) encourage states to launch their own independent workforce development crusades, utilizing federal programs as resources consistent with state objectives; and (3) make federal poverty guidelines consistent with current standards of living, national mores, and variations in the cost of living across states and local areas. (Nineteen tables and 18 references are included.) (MN)

ED 459 334 CE 082 687

Pines, Marion, Ed.

Making Connections: Youth Program Strategies for a Generation of Challenge. Commendable Examples from the Levitan Youth Policy Network. Policy Issues Monograph.

SPONS. AGENCY- National Council on Employment Policy, Washington, DC.

PUB DATE- 99

NOTE- 186p.; Title page title varies. Companion to "A Generation of Challenge: Pathways to Success for Urban Youth," see ED 413

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cost Estimates; Economic Impact; Employer Attitudes; Employment Patterns; *Employment Practices; Employment Problems; Fringe Benefits; Hospital Personnel; *Hospitals; Influences; *Labor Market; Labor Supply; *Labor Utilization; Personnel Selection; *Salary Wage Differentials; Skilled Workers; Supply and Demand; *Temporary Employment; Unskilled Workers
IDENTIFIERS- *Automobile Industry; Automobile Workers; Impact Studies

The impact of hiring temporary workers during the tight labor markets of the 1990s was examined through case studies of six hospitals and five automobile plants. The hospitals varied in size from 450 to 6,000 employees. The auto suppliers included unionized and nonunionized small and large companies. The case studies included extensive interviews with human resource directors/managers and analysis of data on employment levels, use of temporary workers, and wage and nonwage costs of temporary and permanent workers by occupation. The data obtained for high-skilled occupations supported the view that employers paid substantially more to agency help to avoid raising wages for their regular workers and to fill vacancies while recruiting workers for permanent positions. The evidence for low-skilled occupations suggested that temporary help agencies facilitated the use of more "risky" workers by lowering their wages and benefits and the costs of firing them. The use of temporary agencies in both high- and low-skilled occupations may have contributed to the stagnant wage growth and low unemployment observed in the 1990s by reducing the pressure on companies to raise wages for existing employees. (Contains 13 references. Information about the establishment-level data collected in the case studies is appended.) (MN)

ED 459 350 CE 082 729

Plein, L. Christopher
Welfare Reform in a Hard Place: The West Virginia Experience. Rockefeller Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Compliance (Legal); Economic Climate; Economic Opportunities; Education Work Relationship; Employment Level; Employment Opportunities; Employment Patterns; *Employment Problems; Federal Legislation; Federal State Relationship; Labor Market; Needs Assessment; Policy Formation; Poverty; *Program Development; Program Effectiveness; *Public Policy; Rural Areas; State Action; *State Programs; Strategic Planning; Trend Analysis; Unemployment; *Welfare Recipients; *Welfare Reform
IDENTIFIERS- Aid to Families with Dependent Children; Community Work Experience Program; Comprehensive Employment and Training Act; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982; Temporary Assistance for Needy Families; Welfare to Work Programs; *West Virginia

Structured work and training activities for welfare recipients in West Virginia began in 1962 when the state's entire caseload of

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; *Adult Learning; *Classroom Techniques; Computers; Curriculum; Delivery Systems; Educational Environment; Educational Practices; Electronic Mail; Equipment Utilization; Foreign Countries; Guidelines; Information Retrieval; *Information Technology; *Instructional Development; Internet; Learning Activities; Models; Outreach Programs; Postsecondary Education; Resource Materials; Teaching Guides; Teaching Methods; *Technology Education; *Telecommunications; Transfer of Training

IDENTIFIERS- *United Kingdom

This document is intended to assist practitioners who are designing and organizing an initial information and communication technology (ICT) experience for adult learners. Section 1 presents an overview of the initial ICT learning experience. The concept of transferable skills is discussed in the context of ICT in Section 2. Section 3 explains new learners' likely motivation for learning about ICT and the elements that should be emphasized in the delivery approach underpinning the initial ICT experience. Section 4, which is devoted to methods, considers the following items: structure; reviews; feedback; handouts and notes; pace; practice; peer-to-peer support; and coaching. Initial problems encountered by learners new to ICT and health and safety issues related to the learning site, disabled learners, and using ICT equipment are the focus of Sections 5 and 6. Outreach strategies, the characteristics of an effective learning environment, and 10 suggestions for creating a successful ICT course are presented in Sections 7-9. Section 10 covers content and ideas, and Section 11 outlines a sample ICT program that includes sessions on building confidence, using a computer, locating information on the Internet, communicating with e-mail, and working with graphics. Sections 12 and 13 list 36 useful contacts and 19 references. (MN)

ED 459 367   CE 082 756

Clarke, Alan
Learning Organisations: What They Are and How To Become One.
PUB DATE- 01
NOTE- 57p.; Supported by Leicestershire Training and Enterprise Council.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Annotated Bibliographies; *Change Strategies; Definitions; Economic Climate; *Employer Employee Relationship; Experiential Learning; Foreign Countries; Guidelines; Learning Activities; Literature Reviews; *Organizational Change; *Organizational Climate; Organizational Communication; *Organizational Development; Organizational Effectiveness; Organizational Objectives; Risk; Teamwork; Values; *Work Attitudes

IDENTIFIERS- *Learning Organizations; Risk Taking; United Kingdom

This document explains what learning organizations are and how organizations can become learning organizations. Section 1 explains why the survival and prosperity of organizations operating in today's business conditions hinges on their becoming learning organizations. Section 2 characterizes

Extremeness, Flexibility, and Indifference Response Sets: A Cross-Cultural Study.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Cross Cultural Studies; Foreign Countries; Individual Characteristics; Interpersonal Relationship; Personality Assessment; *Personality Traits; *Response Style (Tests)
IDENTIFIERS- Egypt; NEO Personality Inventory; Saudi Arabia

A Personal Friends Check List (PFCL) and the NEO Personality Inventory Revised (NEO PI-R) were administrated to samples from 3 nations: Egyptian subjects (n=141; 30 males and 111 females, ages 18-24), Saudi Arabian subjects (n=125; only female subjects ages 18-25); and American subjects (n=108, 30 males and 87 females ages 18 -27). It was assumed that the three nation-samples would differ in their performance on the PFCL which has several components: general, positive and negative extremeness; general, positive and negative flexibility; and indifference response sets. By using stepwise regression, the results showed that cultural background is a good means by which to predict response sets. By using Pearson's correlations, results showed that the cultural background formulates the relationships between personality traits and response sets. (Contains 3 tables and 17 references.) (JDM)

ED 459 390 CG 031 434

Caffaro, John
Group Therapy Training in a Doctoral Program.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counselor Training; *Experiential Learning; *Group Therapy; Higher Education; Peer Relationship; Supervision; Theory Practice Relationship
IDENTIFIERS- California (Los Angeles)

This document describes a program at the California School of Professional Psychology-Los Angeles that provides a three-semester sequence of group therapy courses to counseling students. In the students' final year, they are required to take an advanced clinical course titled Advanced Group Process. The course synthesizes didactic methods for teaching theory, experiential methods for developing applied clinical and interpersonal skills, and offers opportunities for self-awareness. Instructional methods include assigned readings; class discussion; weekly reaction papers; and self-evaluation of co-leadership class activities. Each component of the course makes use of reflecting teams and peer learning in-groups. The first 9 weeks consist of instruction and simulated learning group experiences. The following 9 weeks are devoted to student co-leaders conducting an in-class process learning group. During the final course period outside, students participate in school student that put a human face on mental illness and confront myths passed on from one generation to the next. One in five children will be affected by mental illness at some point in their lives. The goal of these lessons is help students understand that severe mental illnesses are brain disorders that can be diagnosed and treated just like other physical illnesses. The objectives are for students to: (1) be sensitized to the pain caused by making fun of people who have mental illness; (2) relate mental illness to other physical illnesses; and (3) be informed about the nature of mental illness and its treatment. Stories are used to stress the point about what are healthy ways to respond to mental illness. Several suggestions for classroom activities are included. The packet also includes an instructional poster and a follow-up questionnaire. (JDM)

ED 459 412 CG 031 469

Susin, Janet; Kaplan, Lorraine; Slater, Louise
Breaking the Silence: Teaching the Next Generation about Mental Illness. For Middle School.
PUB DATE- 01
NOTE- 14p.; For the upper elementary and high school editions, see CG 031 468 and CG 031 470. Sponsored by NAMI (National Alliance for the Mentally Ill), NAMI New York State, and NAMI Queens/Nassau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes toward Disabilities; Clinical Diagnosis; Curriculum Guides; Disability Discrimination; Educational Games; Health Activities; Health Education; Lesson Plans; *Mental Disorders; Mental Health; *Mental Health Programs; Middle School Students; Middle Schools; Outcomes of Treatment; *School Counseling

As part of a campaign to end discrimination against mentally ill persons, this educational packet is designed to provide health educators with the material necessary to teach the facts about mental illness. The objectives of the lesson plans are for middle school students to: (1) identify the stigmatizing words associated with mental illness and discuss the negative impact their use has on people with mental illness; (2) be informed about the nature of mental illness; and (3) discuss where to turn for help and support. The packet consists of a lesson plan and accompanying game to be used as a culminating activity once students have been taught the lesson. A list of follow-up activities is included that can be used in health class or with cross-curriculum projects. (JDM)

ED 459 413 CG 031 470

Susin, Janet; Kaplan, Lorraine; Slater, Louise
Breaking the Silence: Teaching the Next Generation about Mental Illness. For High School. Third Edition.
PUB DATE- 01
NOTE- 14p.; For upper elementary and middle school editions, see CG 031 468-469. Sponsored by NAMI (National Alliance for the Mentally Ill), NAMI New York State, and NAMI Queens/Nassau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes toward Disabilities; Clinical Diagnosis;

independent public schools, designed and primarily operated by educators, parents, community leaders, and educational entrepreneurs. By the fall of 1998 there were 1200 charter schools nationwide educating 200,000 children. This paper first provides some historical information about charter schools and the impetus for their creation. The paper notes that, although there are some controversies about charter schools and powerful opposition to them, they thrive because they get results, particularly in charter school students' reading and writing scores. According to the paper, in 50 out of 53 studies, conducted by government, university, and other independent bodies, charter schools appear in a positive light. In fact, many studies indicated charter school students perform at or above national standards and attain higher standardized test assessment scores in reading and writing. The paper then discusses possible reasons for the positive results of reading and writing scores of charter school students. It concludes that, while the available data do not show that charter schools have significantly different curricula on literacy development, the general success of charter school students has been attributed to many factors. (Contains an 11-item bibliography.) (NKA)

ED 459 433　　　　CS 014 568

Ripley, Abida
Teaching Language Arts with New Technologies: The Role of Multimedia and the Responsibilities of Teachers.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Secondary Education; *Instructional Innovation; *Language Arts; Multimedia Instruction; *Multimedia Materials; *Teacher Role
IDENTIFIERS- Interactive Systems; *Multimedia Technology; *Technology Integration

Multimedia, the latest revolution in pedagogy, has been both embraced and rejected by teachers, education critics, and parents. To be effective educators, teachers must critically examine these new tools and learn how to use them properly--as part of well-thought-out curricula with clearly defined goals and objectives. This paper argues that the future of multimedia technologies in K-12 classrooms, particularly as pertaining to language arts instruction, rests primarily in the hands of the teachers. As background, the paper outlines some philosophical and theoretical approaches to information technology (IT) and multimedia. It then presents case studies from K-12 classrooms, multimedia applications such as "talking books"--CD-ROM or Web-based programs that present stories through a combination of screen text, voice-over, pictures and animation. The paper notes that the new technologies have already been transformed from specialized tools demonstrated by a trained technical elite to teaching tools accessible by any willing educator or student and finds that this transformation is due to the evolution of increasingly user-friendly multimedia authoring tools. It concludes that the true potential of multimedia processes is rooted in their interactive nature and the investment and participation of both the teaching and the learning user. (Contains a 15-item bibliography.) (NKA)

ED 459 434　　　　CS 014 571

The book examines why college students still write poorly and why various attempts to redress such poor writing skills have failed for the most part by presenting 19 essays by leading writing professionals, English professors, educational theorists, teachers, and curriculum designers. The essays describe what students can and cannot do in the writing classroom and address needed reforms in the whole idea of college composition, especially for the first-year college student. Essays in section one, Writing the Wrongs: Voices of Concern, are: (1) "First the Bad News, Then the Good News: Where Writing Research Has Taken Us and Where We Need To Take It Now" (Wendy Bishop); (2) "Composition at the End of Everything; or, The Bravery of Being out of Range: What's Wrong with a Postmodern Composition Theory?" (Kelly Lowe); (3) "Expressivisms as 'Vernacular Theories' of Composing: Recovering the Pragmatic Roots of Writing Instruction" (Don Bushman); (4) "The Post-Process Movement in Composition Studies" (Bruce McComiskey); (5) "Finding 'The Writer's Way': What We Expected and How We've Erred" (Gina S. Claywell); and (6) "The Writing Center and the Politics of Separation: The Writing Process Movement's Dubious Legacy" (Christina Murphy and Joe Law). Essays in section two, Righting the Wrongs: Voices from the Trenches, are: (7) "Readerless Writers: College Composition's Misreading and Misteaching of Entering Students" (Ray Wallace and Susan Lewis Wallace); (8) "Peer Review and Response: A Failure of the Process Paradigm as Viewed from the Trenches" (Lynne Belcher); (9) "The Service Myth: Why Freshman Composition Doesn't Serve 'Us' or 'Them'" (Kerri Morris); (10) "Preparing Composition Students for Writing in Their Careers" (Donald Samson); (11) "Coming to Terms with the Freshman Term Paper" (James C. McDonald); (12) "The Bytes Are On, But Nobody's Home: Composition's Wrong Turns into the Computer Age" (J. Rocky Colavito); (13) "Technology, Distance, and Collaboration: Where Are These Pedagogies Taking Composition?" (Linda Myers-Breslin); and (14) "Linguistics and Composition" (Sara Kimball). Essays in section three, Writing and Righting the Future: Preparing New Voices, are: (15) "Many a Slip Twixt the Cup and the Lip: Teaching and Learning with Graduate Instructors" (Janice Witherspoon Neuleib and Maurice Scharton); (16) "Obscured Agendas and Hidden Failures: Teaching Assistants, Graduate Education, and First-Year Writing Courses" (Stuart C. Brown); (17) "The Preparation of Graduate Writing Teachers: Creating Substance out of Shadows" (Beth Maxfield); (18) "Cognition and Culture: Addressing the Needs of Student-Writers" (Alan Jackson); and (19) "Breaking the Learning Monopoly: Acknowledging and Accommodating Students' Diverse Learning Styles" (Eric H. Hobson). (Contains a 79-item select bibliography.) (RS)

ED 459 453 CS 217 624

Lindfors, Judith Wells
Children's Inquiry: Using Language To Make Sense of the World. Language and Literacy Series.
PUB DATE- 99
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Language; Elementary Education; *Inquiry; *Language Role; Learning Processes; *Oral Language; *Speech Acts
IDENTIFIERS- *Communication Context; *Questions

People explore their world in many ways: they observe, they read, psychometric reviews, the U.S. Department of Education, the Council of Chief State School Officers, the Center for Applied Linguistics, the various ERIC Clearinghouses, the U.S. Census Bureau, and position and policy papers on ESL and English Language Learning student testing and placement from the American Educational Research Association (AERA), the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and the Center for Research on Education, Diversity & Excellence (CREDE). The review examined the literature for approaches used to determine content, construct, and predictive validity of kindergarten cognitive diagnostic assessments and their usefulness for making decisions about prekindergarten students and groups of students from ethnically diverse populations. The paper: (1) identifies the most current literature related to the examination of item domain goals and objectives, sources for sample items that could be useful to equate with other prekindergarten assessments in order to develop item banks that measure children's cognitive academic language proficiency; and (2) examines the extant literature on differences in skill attainment of preschool male and female children and children from ethnic minority groups identified as LEP or ELL (English language Learners). The paper also addresses some of the pitfalls to be aware of in assessing ethnically and socioeconomically diverse populations of preschool children, assessment items and item wording that might present difficulties for ELL children, and issues involved in using dichotomous or polytomous rating scales for scoring performance assessments. (Contains 47 references, and 3 tables and 2 figures of data. An appendix contains a Code of Fair Testing Practices in Education.) (Author/RS)

ED 459 474 CS 217 780

Knudson, Ruth E.; Onofrey, Karen A.
A Decade of Literacy Research in the "Journal of Research and Development in Education."
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Faculty Publishing; Higher Education; *Literacy; Literature Reviews; Research Design; *Research Methodology; *Scholarly Journals; Sex Differences

This paper discusses a study performed on the various trends that exist among the 260 articles published in the "Journal of Research and Development in Education" between 1990 and 1999. The study's results showed 36 (13.8%) of the Journal articles published within this 9-year span focused on literacy. Information was categorized for each article with respect to authors' gender, multiple versus single authorship, study design, use of statistics, age of subjects, number of subjects, and kind of research. There was no significant trend by year for the number of articles published by men, women, or male/female co-authors. There was a significant trend by year for the number of articles with single versus multiple authors. From 1995, no single-authored articles focused on literacy were published in the Journal. There were also changes in predominant approaches to study design during the decade. The majority of the studies analyzed were experimental or descriptive. From 1990 to 1994, more study designs were experimental, while in 1995 more were descriptive. The majority of the studies primarily used ANOVA or MANOVA. None of the

Subbiah); "How Does Political Commentary Shape Perceptions of Political Candidates? A Quasi-Experimental Investigation of the 2000 Vice-Presidential Debate" (Fang Wan, Patrick Meirick, Alina Oxendine, and Justin Holmes); "Building a Health Promotion Agenda in Local Newspapers: Community Structural Pluralism and News about Breast Cancer" (Beverly Martinson and Douglas Blanks Hindman); "Assessing the Impact of Recession News: A Time-Series Analysis of Economic Communication in Japan, 1988-1999" (H. Denis Wu, Michael W. McCracken, and Shinichi Saito); "Counteracting the Biasing Effect of Unrepresentative Exemplification on News Readers' Issue Perception" (Hao-Chieh Chang); "'You're No Jack Kennedy!' The Influence of Post-Debate Commentary on Candidate Evaluations" (Jennifer L. Williams and Christina L. Fiebich); "Use of Online News Sites: Development of Habit and Automatic Procedural Processing" (Maria E. Len-Rios and Clyde H. Bentley); "Presidential Agenda Setting: A Pilot Study on the Weekly Radio Addresses and Media Coverage of Foreign Policy" (Beverly Horvit); "Teens as the Vulnerable Surfers: The Third-Person Perception and Commercial Web Sites Censorship" (Seounmi Youn, Fang Wan, and Ronald J. Faber); "Applying the Health Belief Model To Promote Healthy Lifestyles via Television in Poland" (Fiona Chew, Sushma Palmer, Zofia Slonska, and Kalyani Subbiah); and "Global Triadization: A Theoretical Framework for Global Communication Research" (Shelton A. Gunaratne). (RS)

ED 459 493   CS 510 710

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Commission on the Status of Women.
PUB DATE- 01
NOTE- 234p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; Audience Analysis; *Battered Women; Content Analysis; *Family Violence; *Females; Feminism; Higher Education; *Journalism Education; Mass Media Use; Newspapers; Olympic Games; Pilot Projects; Politics; Rape; Sex Differences; Student Attitudes; Television Research; Victims of Crime
IDENTIFIERS- Higher Education Act Title IX; *Media Coverage; New York Times; Television News

The Commission on the Status of Women section of the proceedings contains the following 8 selected papers: "Perverse Public Panoptican: Content Analysis of Male and Female Patient Images in Reproductive Health News Reports" (Marie Dick); "The Olympic Ideal: A Content Analysis of the Coverage of Olympic Women's Sports in San Francisco Bay Area Newspapers" (Greg Mellen and Patricia Coleman); "Naming Rape Victims and Survivors: A U.S. Newsroom Policy Study, 2000" (Kim E. Karloff); "Portrayals of Wife Abuse in the 'New York Times,' 1915 & 1925" (Ginger L. Park); "A Descriptive Analysis of NBC's Coverage of the 2000 Summer Olympics" (C. A. Tuggle, Suzanne Huffman, and Dana Scott Rosengard); "Title IX Babies, Sports Media and Attitudes toward Women in Sports and Society" (Paula Whatley Matabane and Bishetta D. Merritt); "Home Court Disadvantage?: Examining the Coverage of Female Athletes on Leading Sports Websites--A Pilot Study" (Tara M. Kachgal); and "Resuscitating Feminist Audience Studies: Revisiting the Politics of Representation and Resistance" (Radhika E. Parameswaran). (RS)

(3) vicarious school board liability. A discussion of methods for reducing risk in volunteer programs concludes the book. Appendices contain the Volunteer Protection Act of 1997, a volunteer position risk-assessment tool, an interview protocol for higher risk roles, a volunteer and visitor sign-in sheet, and a general consent form for volunteers. (RT)

ED 459 515 EA 031 465

Winter, Paul A.; Rinehart, James S.; Munoz, Marco A.
Principal Certified Personnel: Do They Want the Job?
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Selection; *Certification; Elementary Secondary Education; *Job Satisfaction; *Occupational Information; Personnel Needs; *Principals; Public Schools; Recruitment

America's public schools are facing a growing problem as the applicant pools for principal vacancies diminish. The purpose of this study was to assess principal certified personnel in a large school district to determine if they were interested in working in other capacities including their current jobs. A total of 251 persons were sent a mailed survey, and 194 (77.3 percent) responded. Participants received two questionnaires: one inquiring into background, current and expected job satisfaction, reasons for earning principal certification, among other topics, and the second involving job evaluation. Responses were analyzed statistically. Results suggest that a large proportion of the sample were approaching retirement and not actively pursuing the job of principal. An important reason for earning principal certification included expanding career options and assuming a greater leadership role in the district. The most significant barrier to pursuing a job as principal was satisfaction with the current job. Practical implications from this study include investing more resources in external recruitment, increasing efforts to recruit principals internally, investing more financial and human resources in recruiting principals from outside the district, and restructuring the job of principal to make it more attractive. (Contains 31 references and 5 tables of statistics.) (RT)

ED 459 516 EA 031 466

Raising Our Sights: No High School Senior Left Behind. Final Report, National Commission on the High School Senior Year.
PUB DATE- 01
NOTE- 56p.; The Woodrow Wilson National Fellowship Foundation has served as the home of the National Commission on the High School Senior Year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Education; Academic Standards; Consciousness Raising; *Educational Assessment; Educational Opportunities; *High School Seniors; *High Schools; *Integrated Curriculum
IDENTIFIERS- *Reform Efforts

Conceptualization and Perception" (Jenny Reeves, Jim McCall and Barbara MacGilchrist); (8) "Do Schools Need Critical Friends?" (Jim Doherty, John MacBeath, Stewart Jardine, Iain Smith, and Jim McCall); (9) "A Profile of Change" (John MacBeath and Louise Stoll); (10) "The Change Equation: Capacity for Improvement" (Louise Stoll, John MacBeath, Iain Smith, and Pamela Robertson); and (11) "Beyond 2000: Where Next for Effectiveness and Improvement?" (Louise Stoll, John MacBeath, and Peter Mortimore). (Contains 293 references.) (RT)

ED 459 536 EA 031 487

Mills, Martin
Challenging Violence in Schools: An Issue of Masculinities. Educating Boys, Learning Gender.
PUB DATE- 01
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bullying; *Educational Environment; Elementary Secondary Education; Foreign Countries; *Gender Issues; Homophobia; *Masculinity; *Prevention; Sexual Harassment; *Violence
IDENTIFIERS- *Australia

This book explores the relationship between violence and masculinity within schools. It suggests that violence has been "masculinized" in such a way that boys often perpetrate violence as a means of demonstrating their perception of what counts as a valued form of masculinity. Chapter 1 looks at some of the ways in which violence has become associated with a "normalized" masculinity. Chapter 2 takes up this theme by exploring the notion of violence as masculine and masculinity as violent. Chapter 3 explores curriculum issues with a focus on one of the more common means by which gender and violence issues are tackled in schools. Chapter 4 looks at some key pedagogical concerns in working with boys on masculinity issues. Chapter 5 concludes the book by presenting some key principles that educators need to take into consideration in their development of work on gender and violence issues with boys in schools. This book draws heavily on feminist theory to shed light on underlying politics and values. Arguments are supported by interviews conducted with grade 11 and grade 9 boys and teachers in two Australian high schools that participated in gender and violence programs for students. (Contains 322 references.) (RT)

ED 459 537 EA 031 488

Ballou, Dale
Teacher Contracts in Massachusetts. White Paper.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Contracts; Elementary Secondary Education; Employment Practices; Seniority; Teacher Discipline; Teacher Dismissal; Teacher Employment; Teacher Evaluation; Teacher Promotion; Teacher Salaries; Teacher Transfer; Teachers; Teaching Load; Working Hours
IDENTIFIERS- *Massachusetts

ED 459 556 EC 308 744

Almandos, Carmen; Petzold, Aline
Assessing for Special Education Eligibility in the Elementary Immersion Setting.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Disability Identification; Ecological Factors; Elementary Education; *Eligibility; *Evaluation Methods; *Immersion Programs; Limited English Speaking; Magnet Schools; Models; Nondiscriminatory Education; Prereferral Intervention; Second Language Learning; Services; Special Education; *Student Evaluation
IDENTIFIERS- Ecological Paradigm; *Saint Paul Public Schools MN

This paper describes a model for assessing English speaking students with possible learning disabilities at a Spanish language immersion magnet school in St. Paul, Minnesota. The assessment process is based on established procedures for screening and assessment of Limited English Proficient/English Language Learners. Emphasis is on: (1) attention to appropriate pre-referral interventions; (2) the use of a variety of nondiscriminatory assessment procedures, including data gathered from home and classroom; (3) intellectual assessment, using primarily nonverbal tasks to evaluate the student's learning ability and problem solving approach; and (4) curriculum-based measures to assess a student's academic achievement using local norms. The process also considers such exclusionary factors as: high degree of absenteeism, lack of schooling, and discrepancies between school and home. Use of this ecological model of assessment has resulted in the identification of fewer students as needing special education services. (Contains 12 references.) (DB)

ED 459 557 EC 308 745

Lawrence, Constance D.
Using Sign Language in Your Classroom.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Convention and Expo of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).
LANGUAGE- *English*
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Beginning Reading; Class Activities; *Communication Skills; *Elementary Education; Finger Spelling; Hearing Impairments; *Language Arts; Learning Disabilities; *Manual Communication; Mental Retardation; Phonics; Student Motivation

This paper reviews the research on use of American Sign Language in elementary classes that do not include children with hearing impairment and also reports on the use of the manual sign language alphabet in a primary class learning the phonetic

ED 459 575 EC 308 763

Akins, Wayne; Chance, Cindi; Page, Fred
Accommodating Student Teachers with Special Needs.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Meeting of the Georgia Association of Teacher Educators (Atlanta, GA, October 18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); Accessibility (for Disabled); *Compliance (Legal); Court Litigation; *Disabilities; Elementary Secondary Education; Federal Legislation; Higher Education; Preservice Teacher Education; *Student Teachers; *Teachers with Disabilities
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

This paper considers whether the involvement of student teachers with disabilities in clinical settings indicates a need for accommodations as mandated under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It stresses the importance of identification and involvement of all stakeholders and a structure for implementing the entire student teaching process. It briefly describes four court cases directly relevant to decisions about student teachers with disabilities and offers a conceptualization of disabilities and provisions. Stakeholders in the student teaching process are specifically identified and the need for adequate preparation is stressed. Pre-support activities such as identifying accommodations that will or will not transfer into clinical settings are discussed. This is followed by consideration of support needs during the actual student teaching experience. Also considered are monitoring and evaluation activities. Finally, performance outcomes are discussed in terms of standards for success and failure. (DB)

ED 459 576 EC 308 764

Oehler-Stinnett, Judy; Carlson, John S.; Cagle, Lynn
Implementing Conjoint Behavioral Consultation with Hispanic Parents: A Study of Effectiveness, Integrity, and Acceptability. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Problems; *Early Intervention; *Hispanic Americans; Interpreters; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education; Problem Solving; Program Evaluation; Spanish Speaking
IDENTIFIERS- Project Head Start

This study examined the effectiveness, integrity, and acceptability of Conjoint Behavioral Consultation (CBC) with families and teachers of Hispanic children at risk for development of behavior problems. CBC is a four-step problem-solving approach (problem identification, problem analysis,

SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Court Litigation; Elementary Secondary Education; *Public Schools

This publication presents an assessment of the U.S. Supreme Court's ruling in Board of Trustees of the University of Alabama v. Garrett (2001), which decided that Congress had no power to authorize suits for damages by individuals with disabilities against state employers under Title I of the Americans with Disabilities Act (ADA). The publication reveals the decisions leading to Garrett, examines the court's reasoning behind the decision, offers the dissenting view, and explores the ruling's implications for public education. A glossary of legal terms is also provided. (GR)

ED 459 598 EF 006 046

Benya, James R.
Lighting for Schools.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.; With contributions by Barbara Erwine.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; Guidelines; *Lighting; Public Schools
IDENTIFIERS- *Cost Containment

This publication highlights some of the benefits of proper daylighting design in educational facilities, discusses energy efficient electric lighting choices schools can make that are long lasting and require little maintenance, and offers six steps for designing lighting systems that use half the energy of earlier conventional designs. Several light sources and systems are listed along with their mean lumens per watt, luminary usage, and types of school spaces where they would be used. (GR)

ED 459 599 EF 006 047

Nair, Prakash
Wireless Wide Area Networks for School Districts.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 01
NOTE- 7p.; With assistance from Mike Hoernecke, Edward H. Brzezowski, Ron Fisher, and Larry Buchanan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Decision Making; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; *School Districts
IDENTIFIERS- *Technology Implementation; *Wireless Cable

phonation from acoustic data. Nearly all the world's languages distinguish between voiced and voiceless phonation. Many languages use other phonation types, such as the breathy voice--also described as speaking while sighing. Another kind of voice quality, one frequently found in Athabaskan languages, is creaky voice in which the vocal folds are pressed together more tightly than usual. So-called glottalized sounds often have this voice quality. Creaky and breathy voice differ from regular voice--called modal voice--in opposite ways. In breathy voice, the vocal chords are further apart and let more air pass through than in modal voice, whereas in creaky voice (also called pressed voice) the vocal chords are pressed tightly together, largely blocking the airflow. Acoustic data analyzed by computer is the means of gathering data for this research project. Specifically, this paper looks at the breathy voice of Jalapa Mazatec, an Otomanguen language spoken in Mexico. This is contrasted with the squeaky voice of Montana Salish, or San Lucas Quiavini Zapotec. (KFT)

ED 459 620 FL 027 107

Spolsky, Bernard
Prospects for the Survival of the Navajo Language: A Reconsideration.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Athabaskan Languages Conference (Los Angeles, CA, May 18-20, 2001). In: Tuttle, S. and G. Holton, Eds. "Proceedings of the 2001 Athabaskan Languages Conference (Los Angeles, May 18-20, 2001)." Working Paper No. 1. ANLC (2001) pp. 32-53.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athapascan Languages; Federal Legislation; Language Attitudes; *Language Maintenance; Language Minorities; National Programs; *Navajo; Second Language Instruction; Second Language Learning; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Language Shift

This paper aims to reassess conclusions drawn in 1975 about the prospects for survival of the Navajo language. A study done at that time uncovered evidence that there was increasing knowledge of English among Navajo children, although knowledge of English was highly, positively correlated to the level of isolation from Navajo speakers. As a result of a number of federal programs, most Navajo 6-year-olds now have very a limited knowledge of Navajo and a far better command of English. This paper tries to trace the language shift by reviewing data in published and unpublished studies. It then presents and weighs the various explanations proposed for the loss of this language. Efforts underway to reverse this language shift and preserve Navajo are also examined. It is concluded that prospects for the survival of Navajo are much bleaker than they were in 1975. In the interim, federal and state programs to promote English literacy have done much to spread and deepen its use among the Navajo. (Contains 58 references.) (KFT)

ED 459 621 FL 027 108

Dam, Phap
Hindsight of an English Language Learner.

ED 459 643 HE 034 532

Ruch, Richard S.
Higher Ed, Inc.: The Rise of the For-Profit University.
PUB DATE- 01
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Deans; Educational Administration; Educational Finance; Financial Support; *Higher Education; *Private Education; *Proprietary Schools
IDENTIFIERS- *Profit Making Schools

This book describes the growth and operation of for-profit colleges and universities, tracing their development and exploring their advantages and disadvantages. The chapters are: (1) "Confessions of a For-Profit Dean"; (2) "The Players"; (3) "The History of For-Profit Education in the United States"; (4) "The Financing of For-Profit Higher Education"; (5) "The Academic Culture of For-Profit Universities"; and (6) "The Lessons from the For-Profit Side." (Contains 2 figure, 5 tables, and 207 endnotes.) (SLD)

ED 459 644 HE 034 533

Como pagar su educacion, 2002/2003 (How To Pay for Your Education, 2002/2003).
PUB DATE- 01
NOTE- 25p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Applicants; *High School Students; High Schools; Higher Education; Hispanic American Students; Parents; *Paying for College; Spanish; *Student Financial Aid; Student Loan Programs; Work Study Programs

This Spanish language booklet discusses paying for college. The guide presents information in question-and-answer form about the things an applicant should ask and how to obtain financial aid. It considers the criteria for receiving aid and important data for complying with aid requirements and describes federal Pell grants and other types of aid, including the federal supplementary aid for educational opportunity, work-study programs, Stafford loans, and PLUS loans (for parents). Contacts are provided for further information. (SLD)

ED 459 645 HE 034 534

Supply and Demand in Higher Education. Consultation.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; *Educational Supply; Educational Trends; *Financial Support; Foreign Countries; *Higher Education; *Resource Allocation; *Supply and Demand
IDENTIFIERS- *England

This document discusses trends in the supply and demand for accepted throughout a region. Suggested regional activities fall into the categories of information sharing, model creation and dissemination, piloting, and aligning regional systems. (SLD)

ED 459 665 HE 034 563

Muhammad, Habibah P.
Leadership in Higher Education for the New Millennium.
PUB DATE- 02
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrators; *Educational Change; *Futures (of Society); *Higher Education; *Instructional Leadership; Social Change

The challenges that higher education in the United States will face in the future are like none seen before. This paper discusses some of the issues that will confront educational leaders in the future. In the age of information technology, new areas of learning will be discovered, and the emergence of the World Wide Web and virtual universities will bring new challenges. Future educational leaders must be able to work with an inclusive body of scholars and learn the culture, values, and traditions of other people. Educational leaders in the new millennium will need good interpersonal communication skills, expertise in management and development, and the knowledge to direct organizations and groups effectively. Issues that did not exist in the past will be paramount in the future. (SLD)

ED 459 666 HE 034 564

Abraham, Ansley A.
Milestone Graduates: The First 100. SREB-State Doctoral Scholars Program.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Minority Groups; *Teacher Recruitment
IDENTIFIERS- *Southern Regional Education Board

The year 2001 marked a milestone for the Southern Regional Education Board (SREB) Doctoral Scholars Program, the graduation of the 100th graduate. The Doctoral Scholars Program was created in 1993 to address the national shortage of minority faculty. The program model provides support, encouragement, and preparation to help scholars who have been admitted to doctoral programs in completing their study and becoming successful faculty members. The graduates highlighted in this booklet testify to the program's growth and success. Key accomplishments include 100 program graduates and more than 200 scholars progressing toward degrees. There has been a 90% retention and graduation rate for the program's scholars, with a 70% placement rate for graduates on campuses as faculty, administrators, or postdoctoral researchers. The booklet lists the first 100 graduates by state and presents profiles of a graduate from each state in the SREB area and the program's 100th graduate. (SLD)

PUB DATE- 00
NOTE- 48p.; In September of 2000 the West Suburban Post-Secondary Consortium changed its name to the West Suburban Higher Education Consortium.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; High Schools; Higher Education; *Instructional Effectiveness; *Interactive Video; Nontraditional Education; *School Surveys; *Student Attitudes; *Student Reaction; Teaching Methods; Telecommunications

The West Suburban Post-Secondary Consortium (WSPSC) of Oak Brook, Illinois is a not-for-profit organization of collaborating educational institutions that offer courses, programs and degrees in the western suburbs of Chicago. Interactive video is a successful instructional delivery method in the WSPSC, according to the students who took video courses. This publication reports the results of two years of survey research. Survey responses were gathered from 554 students (41% response) at colleges, universities and high schools in the west suburban region of Chicago who took 42 courses at 80 interactive video classroom locations during the Fall 1996, Spring 1997, and Fall 1998 academic terms. Students (79%) were positive about their learning experience and the majority (67%) would take another interactive video course. In fact, 30% of the students who responded to the Fall 1998 survey had already taken at least one other interactive video course. Students generally preferred being at the site with the live instructor, but seemed to adapt well to the televised option. The convenience of taking a class at a location close to home or office was a great incentive to take an interactive video course. Recommendations for improvement were related to technical equipment rather than the instructor. Although significant efforts were made by the Consortium's technical staff to improve the video and audio equipment between the two survey periods, improvements are still needed. Students most often had problems with the audio systems; when it was difficult to hear or be heard, it interfered with student learning. Other technical problems should be resolved quickly without undue loss of class time. (AEF)

ED 459 686 IR 021 042

ERIC/IT Update, 2001.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 110p.; Published semiannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Abstracts; Annual Reports; *Databases; *Information Services; Information Sources; Online Systems; Publications
IDENTIFIERS- ERIC; *ERIC Clearinghouse on Information and Technology

The majority of this publication is comprised of 13 feature articles covering a wide range of topics in the areas of educational technology and library and information sciences. Also offered are related abstracts found in the ERIC Database and the latest news at the ERIC Clearinghouse on Information &

style, documentation practices, parameter passing mechanism use, code reuse, and modularization practice of those students who had been part of the experimental group was superior to that of the control group participants. Appendices include the student consent statement, evaluation of program quality form, student information survey, comprehensive final exam, programming assignment set, and sample program template. (Contains 36 references.) (Author/MES)

ED 459 704 IR 058 184

Jones, Rebecca, Ed.; Nixon, Carol, Comp.; Burmood, Jennifer, Comp.
Captured Knowledge: Presentations and Notes of the KMWorld Conference and Exposition (4th, Santa Clara, California, September 13-15, 2000).
PUB DATE- 00
NOTE- 342p.; Conference organized by Knowledge Management World (KM World) and Information Today.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Development; *Information Management; Information Science; *Information Services; Information Technology; Internet; *Knowledge Representation
IDENTIFIERS- *Knowledge; *Knowledge Management

This publication contains presentations, notes, and illustrative materials used in the annual KMWorld Conference and Exposition, "Knowledge Nets: Defining and Driving the E-Enterprise." Presentations include: "Knowledge Management Applied to the Manufacturing Enterprise" (Matthew Artibee); "Ryder Knowledge Center: Building Best practices through Communities of Practice" (Dave Baildon); "Razorfish KM Case" (Stasia Berk); "The Economics of Portal Infusion" (Frank J. Bernhard); "Portals with a Purpose: A Practical Guide to Portal Development" (Paula Boyle); "Providing the Knowledge Management Leadership and Value Your Customers, Colleagues and Career Really Need" (Thomas J. Buckholtz); "The Knowledge-Centric Strategy" (Penny Buckley); "Knowledge Sharing within Organizations: Linking Art, Theory, Scenarios and Professional Experience" (Yvette C. Burton and Teresa Bailey); "Creating Value from Knowledge" (Mark K. Clare); "Using Taxonomies Effectively in the Organization" (Mike Crandall); "The Role of Knowledge Markets in NextGen Knowledge Management" (Bryan Davis); "Content: The Cornerstone of E-Business" (David G. DeWalt); "Measuring E-Commerce Effectiveness" (Michael Ferro); "The Convergence of KM and e-Learning: Driving Performance in a Knowledge-Based Economy" (Doug Foster and Tom Falkowski); "KM through Workflow: The American Family Life Assurance Company (AFLAC): Using the Eastman Custom Client" (Lynn Fry); "Manipulation of Knowledge & the New, Professional Content Oriented Knowledge eServices" (David Hill and James MacFarlane); "Knowledge Strategy: Aligning Knowledge Programs to Business Strategy" (Peter H. Jones); "Creating a Corporate HyperPortal" (Doug Kalish); "e-Business Processes: A KM Based Approach for Design, Implementation and CPI" (Mathias Kirchmer); "The Knowledge Management Maturity Model-A Staged Framework for Leveraging Knowledge" (V. P. Kochikar); "Developing Organizational Knowledge Management Strategies and Conducting Knowledge Audits: Lessons Learned" (Jay Liebowitz); "Knowledge Portals and Knowledge Maps: The 'Glue' for Business Objects and Processes" (Dirk Mahling); "Strategies and Tactics for Knowledge Sharing" (Marion Martin and David Murdock); "Don't Let Carpenters Design Your Home" (Ray Merrill and Debbie Cone); "E-Business: Knowledge Management's Newest 'Killer App'" intention of the course to contribute to the education of librarians and to enable their skills to be applied in the wider area of the information profession. (Author/MES)

ED 459 724 IR 058 218

Yang, Chunhua
Bridging the Information Gap between China and Developed Countries: Compare Library Information Services in China and in Sweden.
SPONS. AGENCY- Ministry of Education (Republic of China).
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Evaluation Criteria; Foreign Countries; Higher Education; *Information Services; Library Collections; *Medical Libraries
IDENTIFIERS- China; *Information Equity; Sweden

The purpose of this study was to compare the quality of information service provided in Swedish and Chinese medical libraries and to judge the information gap between China and Sweden. Two libraries of key Chinese medical universities and a Swedish medical library were selected for the study. Based on the number of databases, print journals, electronic journals, user education courses, level of library research activities, and other services such as navigation systems and biomedical links, an evaluation of information service quality was given. Results are presented in the following areas: (1) differences in library collections, including a comparison of the latest shelved journal issues in the libraries; (2) information services in library management, professional promotion, knowledge sharing, user-centered library service, and contents of library services; (3) research activities; (4) extensive services in information technology; (5) continuing education for librarians; (6) the ability for library development; and (7) the future of medical libraries in China. The conclusion was that a large information gap exits between China and other developed countries. (Contains 10 references.) (MES)

ED 459 725 IR 058 219

Zaher, Celia Ribeiro; Varella, Maria Angelica
Brazilian History through Journalism.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Databases; Foreign Countries; Library Collections; *Mass Media Role; *National Libraries; *Newspapers; *Preservation
IDENTIFIERS- Brazil; Digitizing; Historical Background; Legal Deposit

Programs
IDENTIFIERS- Ohio; *OhioLINK
This paper discusses the services offered by OhioLINK, a consortia providing a variety of services to a statewide user population of college and university libraries, focusing on the impact of these services on traditional interlibrary loan. The first section describes patron-initiated book requesting. The second section addresses the Electronic Journal Center, an archive of ejournals (electronic journals) that have been licensed by OhioLINK. The third section discusses the effects of OhioLINK ejournals on lending. (MES)

ED 459 746 IR 058 240

Crowley, Rosemary
One of a Kind: Parliamentary Information and Research Services for Parliamentarians--An Australian Senator Tells.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; Government Libraries; Legislators; *Library Services; *Reference Services; Role; *User Needs (Information); Users (Information)
IDENTIFIERS- Australia; Parliamentarians; *Parliamentary Libraries
This paper discusses one person's experience with the library and research services of the Australian Federal Parliament. The first section describes the multiple functions and roles of politicians, as well as their various information needs, e.g., the need for information on bills, for overseas travel, for writing speeches, and to develop special interests. The second section addresses committee dependence on parliamentary information and research services. Examples are presented of two inquiries of the Senate Community Affairs References Committee that benefited from access to the expertise of parliamentary information specialists and analysts: an examination of the state of Australia's public hospital system, and an inquiry into child migration. The third section considers the significance of access to DPL (Department of the Parliamentary Library) expertise on conscience votes, i.e., free votes when party policy does not apply. The conclusion offers two suggestions: to establish a Parliamentary Library Committee with parliamentarians on the committee, and to publicize the work that the Parliamentary Library and Research services do. (MES)

ED 459 747 IR 058 241

Floistad, Brit
Establishing a Research Service in the Norwegian Parliament: Why the Right Time Was Now.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English

the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Databases; Documentation; Foreign Countries; *Information Services; Printed Materials
IDENTIFIERS- Caribbean; Historical Background; *Information Society; Latin America

This paper provides a historic overview of the evolution during the last century of gray literature in the knowledge society. The first section presents some definitions of gray literature and the stages of its development from the beginning of the 20th century to the present. Some institutions that played a key role in the administration of this type of literature are then discussed, including the following initiatives in Latin America and the Caribbean: (1) BIREME (Health Sciences Information Center for Latin America and the Caribbean), an initiative run by the Pan-American Health Organization; (2) IBICT (Brazilian Institute for Information in Science and Technology), established during the 1950s under the National Research and Development Council by Ministry of Science and Technology; (3) INFLOAC (Regional Program for Strengthening Cooperation among Networks and National Information Systems for the Development of Latin America and the Caribbean), established in 1986 under a UNESCO resolution; and (4) INFOBILA (Latin American Librarianship Information Data Base), established in 1985 at the Librarianship Research University Center of the Universidad Nacional Autonoma de Mexico. (Contains 30 references.) (MES)

ED 459 768 IR 058 262

Muennich, Monika
Progress on the Multilingual Dictionary of Cataloging Terms and Concepts.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Records; *Cataloging; *Dictionaries; Foreign Countries; International Programs; *Material Development; *Multilingual Materials; *Standards
IDENTIFIERS- International Federation of Library Associations; United States

This paper proposes a new multilingual dictionary, to be created under the auspices of IFLA (International Federation of Library Associations and Institutions) that will cover the terms and concepts of cataloging. The first section provides some examples that demonstrate the necessity for such a dictionary. The second section lists the following documents to be utilized: ISBD (International Standard Bibliographic Description), FRBR (Functional Requirements for Bibliographic Records), GARR (Guidelines for Authority Records and References), AACR (Anglo-American Cataloging Rules), Dublin

Information Science and Technology) 2000 annual conference and 12th International Conference on New Information Technology, were the results of collaborative efforts between U.S. and Chinese library researchers. A newly developed International Cooperative Research Method was employed in both studies and was thought to be extremely useful in conducting such cross-country work. The research method comprises a combination of five tactical components: expert collaboration, participant survey, purposive comparison, global perspective, and remote scene. Through presenting the results of these cross-country studies, this paper discusses the merits and issues of employing this new cooperative research method. (Author/MES)

ED 459 789 IR 058 284

Medina, Alicia Garcia; Coso, Teresa
Graphic Resources in the Spanish Art Libraries.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Archives; *Cataloging; Classification; Foreign Countries; Graphic Arts; *Indexing; Internet; Museums; *Nonprint Media; User Needs (Information); Visual Aids
IDENTIFIERS- Art Libraries; Digital Data; *Digitizing; *Spain

The interest in graphic information has increased explosively and is explored through various communication networks like the Internet and the audiovisual media. Art libraries, museums, cultural centers, and art foundations manage and store a lot of images in several departments and in print and digital formats. This paper discusses the cataloging of graphic information in Spanish institutions in order to serve users' needs and conserve the original graphic material. The paper shows how the different formats for description and indexing can be compatible to make access to graphic information easier and to establish the links to digital graphic supports. Topics addressed include: (1) collections of graphic material in Spanish museums and archives; (2) access to the graphic information in the libraries, files, and specialized centers in Spain; (3) classification and indexing; and (4) digitization, including criteria for establishing a program for digitization. (MES)

ED 459 790 IR 058 285

Leith, Ian
How To Formulate the Photographic Question: A Context for Architectural and Topographical Photographs in England.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Based on the essay, "Amateurs, Antiquarians, and Tradesmen: A Context for Photographic History in London" (2001), London Topographical Record.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

preserved; and how much it will cost. Part II examines models, formats, and standards, including: models for syntactic and semantic interoperability, e.g., metalanguages and metadata formats; and standards for structural interoperability, e.g., frameworks and wrapper technologies. The second section of the book describes selected electronic data archives, including electronic data archives in the United States and international digital cultural heritage centers, sites, and electronic data archives. Includes an index. (Contains 401 references.) (MES)

ED 459 809 IR 058 341

Anderson, Cynthia
Write Grants, Get Money.
PUB DATE- 02
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Grants; *Grantsmanship; Learning Resources Centers; *Library Funding; Library Planning; *Library Services; *Program Proposals; *School Libraries

This book provides information to help school librarians get grant money for their schools. Chapter 1, "Identify the Need and Make a Plan," discusses preparation, library technology, other needs, and objectives. Chapter 2, "Go Where the Grants Are," covers organizing the research, searching for funding sources, and types of grants. Chapter 3, "Read Grants and Form a Writing Team," addresses reviewing grants, building a grant-writing team, and the grant-writing process. Chapter 4, "Read the Fine Print," focuses on getting ready to write, assessing the proposal, the proposal letter, and multiple submissions. Chapter 5, "Parts of the Proposal," describes the sections of a proposal. Chapter 6, "Speak Clearly," addresses defining terms, style, format, and appearance. Chapter 7, "Edit Until It Hurts," discusses revising for mechanics and content, proofreading, and following directions. Chapter 8, "Turn Rejection into Success," covers reasons for rejection, learning from the experience, and trying again. Chapter 9, "Celebrate and Share," discusses getting the word out. Chapter 10, "Follow Through," describes getting started, evaluation, and extensions. Appendices include selected works on grants and funding, U.S. Department of Education Technology programs, a glossary, Department of Education grant/contract forms, top foundations by total giving, a sample grant proposal format, a sample resume, a directory of state humanities councils, a technology inventory, a sample brochure, listservs for school librarians, and a sample budget. Includes an index. (Contains 401 references.) (MES)

ED 459 810 IR 058 342

School Libraries and Resource Centres = Bibliotheques scolaires et centres de documentation.
PUB DATE- 01
NOTE- 204p.
LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Collected Works - General (020)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Accounting; Adult Education; Career Development; Communication Skills; Competence; *Competency Based Education; Economics; Employment Potential; *Employment Qualifications; Equipment Utilization; Information Technology; Integrated Curriculum; *Job Skills; Leadership; Office Machines; *Office Management; Office Occupations; *Office Occupations Education; Personnel Management; Postsecondary Education; Professional Development; Secondary Education; *Statewide Planning; Technology Education
IDENTIFIERS- *Ohio

This document presents the Ohio Integrated Technical and Academic Competency (ITAC) profile for administrative office technology, which is a comprehensive listing of 58 occupational skill competencies deemed essential for Ohio graduates of programs in office technology. The document begins with an introduction to the ITAC system, a list of professionals involved in the identification of competencies for administrative office technology, and an overview of the administrative office technology field today and its likely development in the future. The overview is followed by sections for each of seven competency areas identified. Each section consists of lists of the occupational skill competencies accompanied by key indicators for assessing mastery of the specialty and foundation skills constituting each individual competency. The competency areas are office operations; leadership and management; finance and accounting; economics; communications; technology applications; and professional and career development. The competencies reflect the job opportunities and skills required for employment in the field as identified through extensive research and input from industry, labor, professional organizations, and other stakeholders in the administrative office technology field. Critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills presented. The competencies are organized so that they can be clustered or grouped in a modular approach and used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs. (MN)

ED 459 319 CE 082 534

McCormack, Rob
Back to the 3 R's: Reading, Writing, Rhetoric.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual International Literacy & Education Research Network Conference on Learning (8th, Spetses, Greece, July 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Discourse Communities; Educational History; *Educational Philosophy; *Educational Practices; Foreign Countries; Indigenous Populations; Learning Processes; *Metalinguistics; Postsecondary Education; *Rhetoric; Rhetorical Theory; *Speech Communication; *Teaching Methods; Workshops
IDENTIFIERS- *Australia; Rhetorical Genres

409.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Conservation (Environment); Counseling Services; *Delivery Systems; *Demonstration Programs; Disadvantaged; Education Work Relationship; Educational Practices; *Educational Strategies; Employment Programs; Employment Services; Inner City; Integrated Services; Job Placement; Job Training; Labor Force Development; Models; *Out of School Youth; Poverty; Program Design; Program Development; Program Effectiveness; Program Implementation; Service Learning; Social Services; Systems Approach; Urban Areas; Urban Education; Vocational Education; Welfare Recipients; Work Experience Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- Civilian Conservation Corps; Job Corps

This document profiles nine youth programs, illustrating concepts, strategies, and lessons available to communities as they start to form an integrated network of essential services designed to prepare out-of-school youth for success in the job market of the 21st century. "Introduction" (Marion Pines) lists considerations when planning a service system for out-of-school youth. "Youthbuild" (Dorothy Stoneman, Fatma Marouf) reports on a comprehensive youth and community development program focusing on core issues facing low-income communities. "Youth Service and Conservation Corps" (Kathleen Seltz) provides an overview of today's conservation corps. "The Center for Employment Training" (Andrew Forbes) describes a program offering an innovative approach to vocational training. "Strive" (Lorenzo Harrison) profiles a program to prepare, train, place, and support inner-city youth and young adults in long-term employment experiences. The Quantum Opportunities Program (Benjamin Lattimore) discusses an experiment that tested the impact of coordinated services on youths from families receiving public assistance. "Job Corps" (Mary Silva) reviews the lessons learned from Job Corps programs. "Youth Fair Chance" (Pamela Smith), "The Community Change for Youth Development (CCYD) Demonstration" (Bernardine Watson), and "Early Findings from the Kulick Youth Opportunity Area Demonstration for Out-of-school Youth" (Andrew Sum, Neeta Fogg, Sheila Palma) report on three programs that were based on long-term approaches and provided comprehensive, integrated systems of services to teens and young adults in high-poverty areas. (MN)

ED 459 335 CE 082 688

Fogg, Neal; Sum, Andrew; Mangum, Garth
Poverty Ain't What It Used To Be: The Case for and Consequences of Redefining Poverty. Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 99
NOTE- 157p.; With Neeta Fogg and Sheila Palma.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; Cost Indexes; Costs; *Definitions; Educational Legislation; *Eligibility; Employment Programs; Employment Services; Estimation (Mathematics); Federal Aid; Federal Legislation; Federal Programs; Financial Support;

two-parent families receiving Aid to Families with Dependent Children was enrolled in mandatory work and training activities. In 1980s-1990s, the Community Work Experience Program became an important tool in welfare-to-work initiatives. The federal welfare reform legislation of the 1990s pressured West Virginia to accelerate its implementation of welfare reform with no allowance for the state's lengthy history of economic hardship and unemployment stemming from the problems of the coal, steel, and chemical production industries. West Virginia's serious shortage of unsubsidized employment opportunities has made compliance with the work participation rates specified for Temporary Assistance for Needy Families (TANF) recipients extremely difficult. Despite West Virginia's efforts to prevent TANF enrollment and re-enrollment through support services, diversion payments, and new initiatives aimed at families at risk, the reality of the state's job-scarce economy means that some TANF participants are not likely to leave the system anytime soon. West Virginia's experience demonstrates the shortcomings of the roll-clearing strategies of welfare reform and the fact that, although the advent of support services represents a more enlightened approach to welfare, such efforts are no substitute for anti-poverty policies. (Contains 72 references.) (MN)

ED 459 351   CE 082 730

McClure, David L.
Human Capital: Attracting and Retaining a High-Quality Information Technology Workforce. Testimony before the Subcommittee on Technology and Procurement Policy, Committee on Government Reform, U.S. House of Representatives.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Data Processing; Definitions; Education Work Relationship; Employment Practices; Employment Problems; Federal Government; *Government Employees; *Human Capital; Information Management; Information Processing; Information Science; *Information Technology; Labor Economics; Labor Force; *Labor Force Development; Labor Needs; *Labor Turnover; Needs Assessment; Organizational Change; Personnel Management; Policy Formation; Professional Training; Public Agencies; Public Policy; Public Sector; *Recruitment; Strategic Planning; Trend Analysis; Work Environment
IDENTIFIERS- Computer Related Occupations

The General Accounting Office examined the problem of attracting and retaining a high-quality information technology (IT) workforce in federal government agencies. The problem was traced to a longstanding lack of effective leadership and management and lack of a strategic approach to marshaling, managing, and maintaining the human capital needed for the government to discharge its responsibilities and delivery on its promises. An analysis of the current state and likely future of the IT field yielded the following findings: (1) rapid changes in IT require a skilled and well-managed workforce; (2) the demand for skilled IT workers remains substantial; (3) agencies are making limited progress in addressing IT human capital issues; and (4) agency reliance on contracted IT services requires improved oversight capabilities. The following actions for addressing IT human capital problems were recommended: (1) assess the knowledge and learning organizations as follows: (1) teamwork and learning are emphasized; (2) a culture of cross-organizational working is fostered; (3) a system of shared beliefs, goals and objectives is created; (4) individuals, teams, and the organization learn from experience; (5) individual, team, and organizational learning are valued; (6) development of new ideas, methods, and processes is encouraged; (7) risk taking is encouraged; (8) responsibility and authority are delegated; and (9) everyone is encouraged and expected to perform to their maximum ability. The benefits of becoming a learning organization are outlined in Section 3. Sections 4-10 each focus on a key characteristic of learning organizations. Sections 2-10 each contain an exercise and a discussion of points that the exercise was expected to demonstrate. The following items are appended: (1) 15 practical suggestions for developing a learning organization; (2) addresses of 6 useful contacts; (3) an overview of asynchronous and synchronous information and communication technologies; and (4) reviews of 30 books on learning organizations. (MN)

ED 459 368   CE 082 757

Yeo, Stephen
Organic Learning: Mutual Enterprise and the Learning and Skills Agenda. Policy Discussion Paper.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Adult Programs; Change Strategies; Community Education; Definitions; Democracy; *Educational Change; *Educational Cooperation; Educational History; Educational Legislation; Educational Objectives; *Educational Policy; Educational Trends; Flexible Progression; Foreign Countries; Government School Relationship; Informal Education; *Lifelong Learning; Needs Assessment; Nonformal Education; Nonschool Educational Programs; Participative Decision Making; Postsecondary Education; Skill Development; *Social Integration; Trend Analysis; Vocational Education
IDENTIFIERS- *Great Britain; Organic Education

The term "cooperative and mutual enterprises" (CMEs) was developed in 1999 by a mutuality task force in Oxfordshire, England, as a modern way of reasserting the notion of the adult education movement as a cooperative movement for social (democratic) inclusion. CMEs recall the tradition of learning through clubs, unions, mechanics' institutes, and evening classes. The tradition was epitomized in mutual improvement societies. The structures in the Learning and Skills Council "Prospectus" and in the Learning and Skills Act have hardened since the arrangements proposed in the policy paper "Learning to Succeed" and now run the risk of being so top-down that they will necessitate arrangements that are more cooperative and more mutual. The term "organic learning" has been developed as a label for what cooperative and mutual enterprise could do for and with the new structures proposed for adult and lifelong learning. The term is intended to contest the separation between learning and "real life" and to connect with the term "organic intellectuals" that was favored by 1970s new social movements and new cooperators. Eighteen specific proposals for action by policymakers were proposed to meet the increased demand for organic learning opportunities described by such a learning group. The experience gives students the opportunity to see and hear their peers conduct supervision and allows instructors to hear how the students are incorporating material presented in the class readings, lectures, and discussions on group psychotherapy. (JDM)

ED 459 391 CG 031 435

Yakushko, Oksana
Emotional, Social, and Spiritual Well-Being of GLB Clergy.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Bisexuality; *Clergy; Homophobia; *Homosexuality; *Religious Cultural Groups; Social Attitudes; *Social Discrimination; Spirituality

One of the strongest sources of anti-gay discriminatory rhetoric comes from various religious traditions. In spite of such animosity, gay, lesbian, and bisexual (GLB) people continue to claim their place at the table and a number of religious leaders with same-sex sexual orientation continue to work within their religious denominations. The present study utilized quantitative and qualitative methods to gather information on this unique sample of GLB population: GLB clergy. In particular, the study examines the levels of self esteem, social support, stress over sexual orientation, religious orientation, and spiritual well-being in a sample of 32 religious leaders who identify themselves as gay, lesbian, or bisexual. Furthermore, this study examines the effects of religious backgrounds (i.e., conservative) and practices (i.e., conversion therapy) on GLB clergy's emotional, spiritual, and relational health. (Contains 48 references.) (JDM)

ED 459 392 CG 031 437

Rouse, Kimberly A. Gordon; Cashin, Susan E.
Children's Self-Concept and Motivation Assessment: Initial Reliability and Validity.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Child Development; Cognitive Development; Measures (Individuals); *Motivation; *Preschool Children; Reliability; Research Design; *Self Concept; Suburban Youth; *Urban Youth; Validity
IDENTIFIERS- Motivational Design

The measurement of self concept and motivation of children ages 3 to 6 with an interview instrument is not an easy task. It has been accomplished with middle income, suburban children before. However, this same interview did not work well with low income, urban preschoolers. This study presents the preliminary psychometric work on a new interview instrument to measure self concept and motivation in preschool children, Children's Self-Concept and Motivation Assessment. This instrument is based on

Curriculum Guides; Disability Discrimination; Health Activities; Health Education; High School Students; High Schools; Lesson Plans; *Mental Disorders; Mental Health; *Mental Health Programs; Misconceptions; Outcomes of Treatment; Schizophrenia; *School Counseling

This educational packet is designed to provide health educators with materials necessary to teach high school students about the facts concerning mental illness. The objectives of the lesson plans are to (1) identify common fears and misconceptions about people who have mental illness; (2) discuss how stereotypes about mental illness are formed; (3) be informed about the nature of schizophrenia; and (4) discuss the role family, friends, community, and government can play in recovery. Activities test students' knowledge about mental illness and their ability to identify the warning signs. A list of follow-up activities and resources and an informational poster are included. (JDM)

ED 459 414 CG 031 471

Li, Chieh
Why Do Chinese Students Perform Well on Spatial Tasks? Chinese Teachers' Perspectives.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Funded by Marion and Jasper Whiting Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Chinese; *Cognitive Processes; College Students; Elementary School Students; Elementary Secondary Education; Environmental Influences; Foreign Countries; Higher Education; Perception; Secondary School Students; *Spatial Ability; Teachers; *Thinking Skills
IDENTIFIERS- China (Beijing)

This study assessed Chinese teachers' perspectives on why Chinese students perform well on spatial tasks. The study interviewed 17 male and 12 female teachers of Chinese language, math, science, and 6 other subjects, from elementary schools, high schools, and colleges of Beijing, China. The responses indicated that the Chinese teachers perceived that multiple environmental factors contributed to the Chinese students' spatial ability. These factors were Chinese culture, written language, life experience, and several school-related factors; including the academic subjects taken by the students. Some of the responses appear contrary to the research findings in the United States, whereas other hypotheses suggest avenues for future research. (Contains 22 references.) (Author/JDM)

ED 459 415 CG 031 472

van der Jagt, Johan W.; Ghose, Chhanda; Madison, Marion
School Safety--Observations and Perceptions by Gender: A Pilot Study.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Roar into Reading: A Guide for First Grade Teachers. From "Between the Lions TM ."
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, DC.; Carnegie Corp. of New York, NY.; Arthur Vining Davis Foundations, Miami, FL.; Office of Educational Research and Improvement (ED), Washington, DC.; Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 01
NOTE- 38p.; Guide produced by WGBH Educational Foundation, Educational Programming and Outreach Department. "Between the Lions" coproduced by Sirius Thinking, Ltd. Funded in part by a Ready to Learn grant. Also supported by the Park Foundation and Institute for Civil Society. National corporate sponsorship by Cheerios.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Curriculum Enrichment; Grade 1; Learning Activities; *Literacy; Phonics; Primary Education; *Reading Instruction; Whole Language Approach
IDENTIFIERS- *Between the Lions

"Between the Lions" is an award-winning PBS television series based on a comprehensive literacy curriculum that combines phonics and whole language. This guide has been created to help first grade teachers use "Between the Lions" in their classrooms to enhance their reading lessons. The guide is filled with engaging activities, classroom literacy strategies, booklists, episode descriptions, a reproducible reading award and reading log, song lyrics, and an index of episodes that will help teachers access the shows by vowel sounds, consonants, subject/theme, and more. It is organized around nine key topics in the series. For each topic, teachers will find "whole" activities, which emphasize both the pleasures and value of reading, as well as "part" activities, which are the nuts-and-bolts skills needed for learning how to read. The guide's emphasis is on current first-grade classroom practices, strategies for integrating the "Between the Lions" methods into teachers' current practices, and the series' innovative whole-part-whole approach. For each topic, the guide recommends episodes from Season Two. Season One and Season Two episode descriptions are also included. (NKA)

ED 459 435 CS 014 573

Chatel, Regina G.
ENGL 340 Literature for Children Course Syllabus.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; *Course Content; Course Descriptions; Curriculum Guides; Higher Education; Student Educational Objectives; Teacher Education
IDENTIFIERS- *Online Courses; Saint Joseph College CT

This course syllabus is for an online course, ENGL 340, "Literature for Children," offered through Saint Joseph College in West Hartford, Connecticut. The syllabus provides detailed information about the course and states that additional information can be obtained on the instructor's Web page. The course syllabus provides the following information: schedule, they ponder, they write, they listen. They also turn to others and intentionally engage them in their own attempts to understand. It is this turning-to-others that is the focus of this book, with reference to children. An act of inquiry is defined in the book as "a language act in which one attempts to elicit another's help in going beyond his/her own present understanding." The book's exploration of children's inquiry--what it is, how it develops, and how it contributes to children's learning--will help teacher educators and elementary teachers to understand, appreciate, and foster children's inquiry in classrooms. The book introduces a theoretical framework for understanding children's "inquiry" language--not as linguistic forms (questions), but as communication acts in which the child brings another into the act of sense-making. In closely examining these "inquiry acts," the book uncovers new possibilities for understanding how children learn and how teachers can foster their learning in classrooms. It features a wide range of voices and writings, including transcripts from homes and classrooms, class exercises, research findings, classroom episodes, and authorial reflections. Chapters in the book are: (1) Inquiry; (2) Inquiry Purpose; (3) Inquiry Purpose in the Classroom; (4) Inquiry's Forms and Functions; (5) Inquiry Expression; (6) Inquiry Expression in the Classroom; (7) Inquiry Dialogue; (8) Inquiry Dialogue in the Classroom; (9) Inquiry Style; (10) Inquiry Style in the Classroom; (11) Inquiry Context; and (12) Going beyond. (Contains chapter notes and approximately 250 references.) (NKA)

ED 459 454   CS 217 647

Bushman, John H.
Teaching English Creatively. Third Edition.
PUB DATE- 01
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; *Classroom Techniques; *Creative Teaching; *English Curriculum; *English Instruction; High Schools; Learning Activities; Middle Schools; Teacher Education; Theory Practice Relationship; Thinking Skills; *Writing Instruction
IDENTIFIERS- Response to Literature

The plan and purpose of this book is to provide for inservice and preservice teachers educationally sound theories and creative activities in the teaching of English. This third edition of the book keeps many of the activities that were included in the previous editions and adds new material from current research and effective practice. The book is meant to be an easy-to-read and useful resource for the classroom. Chapters in the book are: (1) Middle and High School in America; (2) Creating an Effective Classroom Climate; (3) Getting Ready for Group Interaction; (4) Teaching Oral English; (5) The Teaching of Writing; (6) Teaching Literature; (7) Reading in the English Classroom (Steve White); (8) Teaching the English Language; (9) Teaching Thinking Skills; (10) The English Curriculum; (11) Celebrating the Special Days; and (12) A Potpourri. (NKA)

ED 459 455   CS 217 746

Berg, Charles; Lick, Paulette
Literacy and Emotions: Data Analysis from the Dudelange Project.

articles published after 1995 were applied research; all were basic research. The majority of the studies focused on elementary school-age children and on college students. Approximately half the studies had fewer than 100 subjects. Most of the articles had multiple questions/foci. (Contains 37 references and 5 tables of data.) (Author/RS)

ED 459 475 CS 217 781

Knudson, Ruth E.; Theurer, Joan Leikam; Onofrey, Karen A.
A Decade of Literacy Research in the "Journal of Experimental Education."
PUB DATE- 02
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Faculty Publishing; Higher Education; *Literacy; Literature Reviews; Research Design; *Research Methodology; *Scholarly Journals; Sex Differences

This study examined various trends that exist among the 246 refereed articles published in the "Journal of Experimental Education" between 1990 and 1999. The study's results showed that 39 (16%) of the Journal articles published during this 9-year span focused on literacy. Information was categorized for each article with respect to authors' gender, multiple versus single authorship, study design, use of statistics, age of subjects, number of subjects, and kind of research. There was no significant trend by year for the number of articles published by men, women, or male/female co-authors. There was also no significant trend by year for design of study, statistics used, or number of subjects in the study. However, far more of the single-authored articles were written by men than by women and sole-authored articles virtually disappeared after 1996. The majority of the studies analyzed were correlational or experimental by design. Statistics used were primarily ANOVA, with some use of correlational analyses and MANOVA. Most of the studies focused on elementary school or college students. There were more large-scale studies in the last one-third of the decade than in the first two-thirds and all of the studies were basic, not applied. (Contains 42 references and 5 tables of data.) (Author/RS)

ED 459 476 CS 217 784

Roen, Duane, Ed.; Pantoja, Veronica, Ed.; Yena, Lauren, Ed.; Miller, Susan K., Ed.; Waggoner, Eric, Ed.
Strategies for Teaching First-Year Composition.
PUB DATE- 02
NOTE- 662p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Computer Mediated Communication; *Course Descriptions; *Freshman Composition; Grammar; Higher Education; Portfolio Assessment; Portfolios (Background Materials); Research Papers (Students); *Teaching Methods; *Writing Assignments; *Writing Evaluation; *Writing Processes

This book presents 93 essays that offer guidance, reassurance, and commentary on the many activities leading up to and surrounding classroom instruction in first-year composition. Essays in the book are written by instructors who teach in

ED 459 494 CS 510 711

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Cultural and Critical Studies Division.
PUB DATE- 01
NOTE- 312p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Arabs; Broadcast Journalism; Content Analysis; *Contraception; Females; *Film Industry; Global Approach; Higher Education; Humor; Japanese Americans; *Journalism Education; *Mass Media; Museums; News Reporting; Periodicals; *Radio
IDENTIFIERS- Campus Radio Stations; *Cultural Studies; Gulf War; Media Literacy; National Geographic; Pirates; Women Journalists

The Cultural and Critical Studies section of the proceedings contains the following 10 selected papers: "Sex Noise Makes Macho Magazines Both Teasing and Tedious" (Jacqueline Lambiase and Tom Reichert); "The Buccaneer as Cultural Metaphor: Pirate Mythology in Nineteenth-Century American Periodicals" (Janice Hume); "Looking the Part: U.S. Anchorwomen as 'Other'" (Tracy Briggs Jensen and Elizabeth Blanks Hindman); "'Don't Want No Short People 'Round Here': Disrupting Heterosexual Ideology in the Comic Narratives of 'Ally McBeal'" (Brenda Cooper and Edward C. Pease); "Communicating A Re-Discovered Cultural Identity through the Ethnic Museum: The Japanese American National Museum" (Joy Y. Nishie); "Arab-Americans in a Nation's Imagined Community: How News Constructed Arab-American Reactions to the Gulf War" (Dina Gavrilos); "Reagan-Era Hollywood" (Chris Jordan); "Media Literacy and the Alternative Media: A Comparison of KAZI and KNLE Alternative Radio Stations in Austin" (InCheol Min); "My Grandmother's Black-Market Birth Control: 'Subjugated Knowledges' in the History of Contraceptive Discourse" (Jane Marcellus); and "Local Culture in Global Media: Excavating Colonial and Material Discourses in the 'National Geographic'" (Radhika Parameswaran). (RS)

ED 459 495 CS 510 712

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Minorities and Communication Division.
PUB DATE- 01
NOTE- 157p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Blacks; *Ethnic Stereotypes; *Females; *Health Programs; Higher Education; *Journalism Education; Periodicals; Program Effectiveness; Racial Attitudes; Reconstruction Era
IDENTIFIERS- African Americans; Black Press; Breast Cancer; Ku Klux Klan; *Media Coverage

The Minorities and Communication section of the proceedings contains the following 4 selected papers: "Differences in Media by Online Business in Black- and White-Targeted Magazines: The Potential Impact of the Digital Divide on Ad Placement" (Osei Appiah and Matthew Wagner); "Racial Stereotyping and Mass

Educational institutions, families, and communities are not meeting the educational needs of more than 50 percent of the students enrolled in public and private schools in the United States. In 1997, only 43 percent of high school seniors reported themselves to be in demanding "academic" programs, compared with 45 percent in "general education" and 12 percent in vocational education programs. While a high school education was sufficient for the demands faced by earlier generations, children of the 21st century will need at least 2 years of postsecondary education. To address the problems students and, consequently, society experience arising from lack of coordination between elementary, secondary, and postsecondary education, the Triple-A Program was designed to improve alignment, raise achievement, and provide more (and more rigorous) alternatives. About 18 states already have created K-16 or P-16 councils to start integrating teaching and learning across the years. Appendices include acknowledgements; a list of meetings, guests, and speakers; lists of programs to improve alignment, to improve achievement, and that provide education alternatives; a list of papers and other materials prepared for the National Commission on the High School Senior Year; and a list of notes. (RT)

ED 459 517 EA 031 467

Henderson, Ellen; Henry, Jeannie; Saks, Judith Brody; Wright, Anne
Team Leadership for Student Achievement: The Roles of the School Board and the Superintendent.
PUB DATE- 01
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Administrator Role; *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; *Superintendents; *Systems Approach

A school district's board of education is a governing body that has the responsibility of creating vision and direction, setting policy, providing resources, and monitoring the results of student achievement initiatives for its district. The board and superintendent must work together as a leadership team for the district, modeling to the staff and community a shared commitment to continuous academic improvement. This book explores the "Key Work of School Boards" framework for systems thinking and action. Chapter 1 presents an overview of guidelines for board-superintendent role differentiation, a description of the Key Work dimensions, and a glossary of educational terms relating to student achievement. Chapters 2 through 9 look closely at the roles of the board and superintendent in relation to each of the Key Work elements. Chapters 10 through 21 present profiles of board-superintendent teams making a positive difference in the quality of education in their districts. This book is intended to serve as a stimulus for dialogue, inspiration for building relationships, and a framework for mutually developed teamwork. The book concludes with a list of resources on board-superintendent relations, notes about the authors, acknowledgements, and lists of publications by the National School Boards Association and American Association of School Administrators. (RT)

ED 459 518 EA 031 468

This report is an initial effort to provide systematic information on teacher contracts in Massachusetts. In 1999, the Pioneer Institute solicited copies of the current contract from all districts in the state. Forty districts were selected to reflect the makeup of the Commonwealth. This study confirms that teacher compensation is determined by rigid schedules that reward solely the accumulation of college credits and experience. Teacher evaluation and discipline vary considerably among districts. Contracts vary considerably in the way they treat transfers. Few districts are required to make transfer decisions solely on the basis of seniority. When layoffs are required, most districts in the sample proceed in reverse order of seniority in the affected program areas. Contracts limit teachers' workloads by restricting class size, number and length of classes, number of preparations and subjects, length of the work year, and the number and length of after-school meetings. Two general conclusions are drawn: (1) there is considerable variation among contracts; and (2) although administrators are constrained by contracts, they do not take advantage of negotiated flexible language to serve the educational mission of their schools. The report ends with 18 tables exhibiting contract characteristics for each district selected in the study. (RT)

ED 459 538 EA 031 489

Reed, Cynthia J.; McDonough, Sharon; Ross, Margaret; Robichaux, Rebecca
Principals' Perceptions of the Impact of High Stakes Testing on Empowerment.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; Educational Quality; Elementary Secondary Education; *Empowerment; *High Stakes Tests; Morale; *Principals; Professional Autonomy
IDENTIFIERS- *Florida

This paper reports on a qualitative study of principals' perceptions of the impact of high-stakes testing on empowerment. The data were obtained from interviews with 26 "empowered" principals in select schools participating in the South Florida Annenberg Challenge. Three questions were addressed: (1) To what degree does a school's standardized test "grade" influence a principal's sense of empowerment? (2) To what degree and in what ways is morale affected by high stakes testing? and (3) What lessons do empowered principals have to share with others about the impact that empowerment has on the quality of teaching and learning in schools? Results show that testing commonly has a negative effect on principals' sense of empowerment. Testing appears to generate a pervasive fear of failure in lower grade schools. Grade "A" schools appear to use high-stakes testing in positive ways, such as incentives to create student-enrichment programs, whereas lower grade schools focus more on meeting students' basic needs. Lessons learned from the study are that schools are complex, requiring many heads to make good decisions; trust needs to be promoted and maintained among school personnel, district office personnel, and community; and barriers are overcome when problems are sounds of the alphabet. The research reported is overwhelmingly positive in support of using sign language, especially in preschool and kindergarten, to enhance reading and communication skills. It notes that sign language appears to enhance brain activity on both sides of the brain and has been proven successful in a total communication reading program for students with learning disabilities and mental retardation. Its successful use to maintain behavior control and foster self-esteem, attention, on-task behavior, communication skills, and academics is also noted. A high level of student interest and improved motivation was noted in the class studied. (DB)

ED 459 558 EC 308 746

Bonner, Fred A., II
Gifted African American Male College Students: A Phenomenological Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Black Colleges; *Black Students; Case Studies; *College Choice; *College Environment; Environmental Influences; Family Influence; Higher Education; Males; Peer Relationship; *Performance Factors; Self Concept; Student College Relationship; Talent Development; Teacher Student Relationship; White Students
IDENTIFIERS- African Americans

The purpose of this investigation was to identify the factors found to contribute to the success of academically gifted African American male students within the college and university setting. Southern State University, a historically black university and Texas State University, a traditionally white institution, served as the settings from which the two participants were selected. A combination of observations, interviews, and written documents were selected to complete each of the case study investigations. Phenomenology was selected as the theoretical framework, and grounded theory was employed in the data analysis process. Six categories were subsequently identified. These categories include: relationship with faculty, peer relationships, family influence and support, factors influencing college selection, self-perception, and institutional environment. Differences were found between the two schools. The research-oriented approach to education maintained by Texas State University supported the student's academic giftedness but did not thoroughly support his academic giftedness outside of the academic settings. Conversely, the liberal arts approach to education maintained by Southern State University supported the participant's academic giftedness within and outside of the institutional setting. Implications for higher education institutions, both from an academic affairs and students affairs perspective, are discussed. (Contains 67 references.) (CR)

ED 459 559 EC 308 747

Harrington, Charlene; LeBlanc, Allen J.
Medicaid Home and Community-Based Services. Disability Statistics Report.
SPONS. AGENCY- Health Care Financing Administration (DHHS),

treatment implementation, and treatment evaluation) that systematically promotes the active participation of parents in collaboration with school personnel. Seven children in a Tulsa (Oklahoma) Head Start program were subjects in an evaluation of the CBC process. Challenges encountered were related to participant recruitment, effective communication, scheduling and keeping appointments, following the CBC format, and data collection. Results indicated acceptability of interventions by parents and teachers, acceptability of the CBC process, greater treatment integrity by teachers than parents, and positive ratings for intervention effectiveness by both teachers and parents. The study concluded that CBC provides a viable option in service delivery when addressing the needs of preschool children of Hispanic heritage but offers recommendations concerning the need to emphasize a success orientation, data collection techniques, and the interpreter's role. (DB)

ED 459 577 EC 308 765

Parr, Susan
"Expanding the Circle": Projects for Children and Young Adults Who Are Deaf-Blind. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; American Indians; Children; *Deaf Blind; *Delivery Systems; Disability Identification; Family School Relationship; Infants; *Intervention; *Needs Assessment; Regional Programs; *Rural Areas; Young Adults
IDENTIFIERS- *South Dakota

This paper describes activities and achievements of a South Dakota project to improve the delivery of educational services to children with deaf-blindness and their families. Accomplishments are provided for specific objectives under the following goals: (1) children with deaf-blindness and their families will have enhanced skills and abilities that result in positive outcomes; (2) state and local educational agencies will improve results for children with deaf-blindness and their families through access to high quality education; (3) communities, including local service providers and agencies, will have enhanced skills and abilities to support children with deaf-blindness and their families; and (4) through regional and national collaboration, the states of Montana, Minnesota, Nebraska, North Dakota, Wyoming, and South Dakota will strengthen the local capacity of reservation and rural communities to meet the unique cultural and educational needs of children who are deaf-blind and their families. The paper also describes problems encountered such as a lack of early identification and special problems presented by the rural nature of the state. Implications for policy, practice, and research include a need for increased training in the critical issues of deaf-blindness, for re-examination of the categories used in Child Count information, and collaboration with newborn hearing screening programs. An appendix provides guidelines for assisting individuals with a hearing and/or vision loss. (DB)

ED 459 578 EC 308 766

This paper considers a basic question that many schools districts face in attempting to develop affordable, expandable district-wide computer networks that are resistant to obsolescence: Should these wide area networks (WANs) employ wireless technology, stick to venerable hard-wired solutions, or combine both. This publication explores the wireless option to WAN connectivity in educational facilities, examines its advantages and various limitations, and considers interface, security, and reliability issues. The paper also examines the aspects of a school district that make it a good candidate for utilizing wireless technology in creating a WAN. Final comments discuss ways to perform a building site survey before deciding to install a wireless WAN, and WAN infrastructure requirements and installation costs. (GR)

ED 459 600 FL 026 789

Sakura, Peter T.
Learner Use of Scripted and Unscripted Language in the Communicative Approach.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Instructional Innovation; Introductory Courses; Junior High School Students; Junior High Schools; Language Proficiency; National Curriculum; National Programs; *Non Roman Scripts; Romanization; Second Language Instruction; Second Language Learning; Teaching Methods; *Textbooks; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Japan

In the communicative approach, English-as-a-foreign-language (EFL) learners use scripted and unscripted language. In practice, scripted language is typically over-utilized at the expense of unscripted language. This study explores the characteristics of scripted and unscripted language in 11 beginner-level EFL students in a Japanese junior high school. When students written work was compared with their textbook, their messages were shown to be scripted and/or unscripted vis-a-vis the textbook. This study discusses how textbooks in Japan make use of pre-communicative activities but omit communicative ones. A communicative activity that has been shown to enable students to produce unscripted writing is provided. The implication is that teachers may use the findings to plan lessons that encourage learners to use unscripted language to develop communicative competence. If unscripted language is better understood and if characteristics of beginner second language writing are better understood, then this concept can be effectively used to evaluate and modify communicative language teaching materials and activities. Six practical appendices are included that provide sample handouts and detailed activity plans. (Contains 29 references.) (KFT)

ED 459 601 FL 026 856

Winkler, Birgit
Students Working with an English Learners' Dictionary on CD-ROM.
PUB DATE- 01
NOTE- 30p.; In: ELT Perspectives on Information Technology & Multimedia: Selected Papers from the ITMELT 2001 Conference

PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Texas Education Agency's 64th Annual Conference for Diverse Learners in Secondary Schools (Austin, TX, June 28-29, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Awareness; *English (Second Language); Foreign Countries; *North American English; *Oral Language; Second Language Instruction; Second Language Learning; Standard Spoken Usage; Teaching Methods
IDENTIFIERS- Texas; Vietnam

This keynote address by a native Vietnamese speaker who did not learn English until he was college-age, through the now obsolete "grammar-translation" method, recounts his difficulties in learning to converse orally in English. He stresses the need to teach conversational English to English Language Learners (ELLs) in addition to academic English, as well as a great deal more about everyday American culture. (KFT)

ED 459 622 FL 027 109

Mushi, Selina L. P.
Acquisition of Multiple Languages among Children of Immigrant Families: Parents' Role in the Home-School Language Pendulum. Supporting Immigrant Children's Language Learning.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Family Environment; *Immigrants; Language Attitudes; Language Minorities; Language Usage; Limited English Speaking; Multilingualism; Parent Attitudes; Parent Child Relationship; Parent Influence; *Parent Role; Preschool Education; *Second Language Learning; Young Children

This study examined immigrant parents' role in their young children's language learning and development in linguistically different contexts. At home, participating children lived with parents who spoke little or no English and various other languages. At school, children were taught mostly by English speaking teachers, with occasional teacher aides who spoke another language. The study used five data collection instruments: a parent questionnaire on attitudes and preferences toward English and the mother tongue; an activity chart; audio recordings of parent-child linguistic interactions; an observation checklist to collect information on home language use; and parent interviews to clarify data collected using the other methods. Results indicated that parents' attitudes toward language in general, parents' interest in both the mother tongue and English, joint parent-child activities, and direct linguistic exchange between children and parents were important factors in supporting immigrant children's language learning. Parents wanted their children to be proficient in both languages. There was little coordination between the home and school in terms of spontaneous linguistic experiences. Considerable school support was available for the immigrant children and parents to learn English. (Contains 29 references.) (SM) higher education in England in order to raise fundamental questions about future student numbers and to encourage discussion of future policies. It examines the rapid expansion of higher education places in the late 1980s and early 1990s and the leveling off of growth in demand that followed. It looks at the underlying causes of these changes and the consequences for institutions and the entire higher education sector. The analysis frames a discussion of the position and role of the Higher Education Funding Council for England (HEFCE) and the policy options that arise. The document is meant to stimulate discussion, and responses to the HEFCE are invited. Although there is currently a leveling off in growth of higher education in England, a number of conditions may result in a resumption of growth. These include curriculum changes in secondary education that may cause greater numbers of students to pursue higher education. It appears that there will be a need for intervention to maintain student diversity in higher education, and it will be necessary to make provisions for increasing numbers of nontraditional students. (Contains 21 figures, 4 tables, and 52 references.) (SLD)

ED 459 646 HE 034 535

Bastick, Tony
Improving the Quality of Tertiary Education through Student Evaluation of Teaching.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the Joint Committee for Tertiary Education (10th, Kingston, Jamaica, April 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; *Evaluation Methods; Foreign Countries; *Higher Education; Quality Control; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- *Curriculum Alignment

This paper explores the use of student evaluation of teaching (SET) as part of the quality assurance cycle and suggests an alternative approach to evaluate the provision of teaching in tertiary institutions. SETs usually involve questionnaires that ask students anonymously to rate the quality of teaching on a 4- or 5-point scale. SETs have been used in universities for more than 30 years to assess the quality of teaching, but the use of SET instruments had often been accompanied by counter-productive effects. Using them for proportion and tenure decisions had contributed to the lowering of academic standards. An alignment method of teacher evaluation yields better results. The alignment method considers skills, understanding, and attitudes, and whether the current state of these change attributes is closely aligned with the ideal state. Aligning changes expected by the lecturer with changes expected by the students results in improved teaching, and the evaluation of the alignment serves as an indicator of teacher effectiveness. (SLD)

ED 459 647 HE 034 536

Higher Expectations: Essays on the Future of Postsecondary Education.
PUB DATE- 01
NOTE- 60p.

ED 459 667 HE 034 566

Bolich, Anjanette M., Comp.
Higher Education Studies, Reports and Surveys in the SREB States.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Higher Education; *Research Reports
IDENTIFIERS- *Southern Regional Education Board

This leaflet is a partial listing of studies on postsecondary education that have been conducted or are under way in states belonging to the Southern Regional Education Board (SREB). Higher education agencies or coordinating boards in the states supplied the information. The name of the study commission is included in parentheses, as is the date the study was completed or is expected to be completed. Study titles are grouped into these categories: (1) academic programs; (2) access; (3) admissions, retention, and graduation; (4) articulation and student transfer; (5) business and higher education; (6) enrollment; (7) facilities and equipment; (8) finance, budget, and expenditures; (9) goals and accountability; (10) master plans and statewide reports; (11) personnel, salaries, and compensation; (12) preparation for college and school/college partnerships; (13) remediation and developmental studies; (14) statistical reports and fact books; (15) student financial aid; (16) technology and distance learning; (17) tuition and fees; and (18) vocational/technical and adult education. A list of higher education agencies is included. (SLD)

ED 459 668 HE 034 567

Abraham, Ansley; Jacobs, Walter R., Jr.
Diversity in College Faculty: SREB States Address a Need. A Special Report from the Doctoral Scholars Program.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Diversity (Student); *Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Minority Groups; *Teacher Recruitment
IDENTIFIERS- *Southern Regional Education Board

This report describes the Doctoral Scholars Program of the Southern Regional Education Board (SREB), which is part of a nationwide initiative, the Compact for Faculty Diversity, to produce more minority Ph.D.s and to encourage them to seek faculty positions. The compact provides minority doctoral candidates with academic and financial support as well as personal guidance, support, and counseling. There is a great shortage of minority faculty members in the United States, and the small number of minorities on the path to doctoral degrees and faculty positions is especially serious in the areas of mathematics, science, and engineering. A diverse faculty with a variety of scholarly perspectives will produce a stronger educational experience for all students. The SREB has responded to this need through its Doctoral Scholars Program. In 1993, the SREB Doctoral Scholars Program enrolled its first class of 13 minority Ph.D. students in 5 states, and as of December

Technology, including the publication of its most recent books and ERIC Digests. The feature articles are: "Data about Data: The Heart of Gem" (Stuart Sutton); "Information Professionals Chart Future of Internet Q & A" (Joann Wasik); and "A Study of Digital Reference in a Federal Agency" (Joanne Silverstein); "Confessions of an Online Distance Educator" (Donald P. Ely); "Teachers and Librarians--Closing the Digital Divide" (Patricia Senn Breivik); "S.O.S. for Information Literacy: A Tool for Enhancing Information Skills Instruction" (Ruth V. Small; Marilyn P. Arnone); "The Challenge 2000 Multimedia Project: Fostering Project-Based Learning with Multimedia" (Michael Simkins); "The WEB Project: Technology Innovation in Rural Vermont" (Fern Tavalin); "Generation www.Y: Students as Change Agents" (Dennis Harper); "Smiling While Guiding Thirty Sixth Graders through Internet-Based Curricula When the Internet Is Down (And Other Lessons Learned with One Sky, Many Voices Projects)" (Nancy Butler Songer; Scott McDonald); "Technology in the Mathematics Classroom: Guidelines from the Field"(Shelley Goldman); "Modeling Instruction in High School Physics" (James Hathaway; Shayna Nardi; David Hestenes; Jane Jackson); and "The Maryland Virtual High School CoreModels Project: Harnessing Computer Modeling for Scientific Inquiry" (Mary Ellen Verona; Susan Ragan). (AEF)

ED 459 687 IR 021 046

E-Rate and Filtering: A Review of the Children's Internet Protection Act. Hearing before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce. House of Representatives, One Hundred Seventh Congress, First Session.
PUB DATE- 01
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Safety; Hearings; *Information Policy; *Internet; Laws; *Legislation; Library Funding; *Public Libraries
IDENTIFIERS- Congress 107th; Congressional Bills; *E Rate (Internet); *Filters; House of Representatives

This hearing before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce, House of Representatives, One Hundred Seventh Congress, focuses on the e-rate and filtering, on the Children's Internet Protection Act, otherwise known as "CIPA" or "CHIPA." On April 20, CHIPA is to be implemented by the FCC, and there have been several recent lawsuits filed in Federal Court challenging the constitutionality of the law, and seeking to block its implementation as it pertains to public libraries. Prepared statements are provided from: Hon. Fred Upton, Chairman, Subcommittee on Telecommunications and the Internet; Hon. Chip Pickering, a Representative in Congress form Mississippi; Hon. W.J. "Billy" Tauzin, Chairman, Committee on Energy and Commerce; Hon. Gene Green, a Representative in Congress from Texas; Marvin J. Johnson, Legislative Counsel, American Civil Liberties Union; Bruce A. Taylor, President and Chief Counsel, National Law Center for Children and Families; Laura G. Morgan, Public Librarian; Carolyn A. Caywood, Librarian, Virginia Beach Public Library; Susan J. Getgood, Vice President, Education Market, SurfControl, Inc.; and Christian Ophus, President, Internet Safety Association. Additional materials submitted to the record include: "Study: Net Users Cite Child Porn as Top Online Threat" (Monday, April 2, 2001, USA Today"; "Librarian

(Andy Michuda); "Organization Design for KM" (Susan Mohrman and David Finegold); "Where Communities of Practice and Purpose Intersect: A Model for Addressing the Cultural Divide" (Ann Noles); "Knowledge Management & Information Strategies" (Chris Paladino); "Web Content Management: Strategies, Technologies, and Markets" (Alan Pelz-Sharpe); "eBusiness & KM in the Healthcare Industry" (Huub Rutten); "Your Thoughts Are Worth More than You Think" (William Seidman, Ann Bundy, and Michael McCauley); "Knowledge Management and the Future: Building Scenarios for Tomorrow's KM Environment" (Daniel I. Shostak); "Nine Keys to a Knowledge Infrastructure: A Proposed Analytic Framework for Organizational Knowledge Management" (Yesha Y. Sivan); "Managing Knowledge To Build a Safer Ontario" (Ash Sooknanan); and "Quality Taxonomies" (Claude Vogel). (AEF)

ED 459 705 IR 058 199

Libraries and Librarians: Making a Difference in the Knowledge Age. IFLA Council and General Conference: Conference Programme and Proceedings (67th, Boston, Massachusetts, August 16-25, 2001).

PUB DATE- 01

NOTE- 1658p.; For selected individual papers, see IR 058 200-300. Some figures contain small and illegible type.

LANGUAGE- English

EDRS Price- MF14/PC67 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Conferences; Foreign Countries; Information Management; Information Policy; Information Technology; *International Organizations; *Libraries; *Library Associations; Library Role; *Library Services

IDENTIFIERS- Information Age; International Federation of Library Associations

This document contains the proceedings of the IFLA (International Federation of Library Associations and Institutions) 2001 conference, including the conference program and papers, and a list of participants. The theme of the conference was "Libraries and Librarians: Making a Difference in the Knowledge Age." Subthemes included: (1) advancing the leadership role of the librarian in the information age; (2) delivering lifelong learning across space and time; (3) managing information and technology in the knowledge age; (4) developing information policies for the knowledge age; (5) forging collaborative partnerships; and (6) making a difference to government and industry in economic development, to society in social and cultural development, to researchers and scientists exploring the frontiers of knowledge, to children and young adults in learning opportunities, and in the quality of life to the public. Papers from the IFLA professional groups include: Copyright and Other Legal Matters; papers); Reference Work; Social Science Libraries; Geography and Map Libraries; Acquisition and Collection Development; Library and Research Services for Parliaments; School Libraries and Resource Centres; Document Delivery and Interlending; Bibliographic Control; Library and Information Science Journals; Regional Activities; Education and Training; Rare Books and Manuscripts; User Education; Library Buildings and Equipment; Bibliography; Statistics; Public Libraries; Management of Library Associations; Classification and Indexing; Libraries for the Blind; Continuing Professional Education; Mobile Libraries; Library History; Information Technology; Women's Issues; Cataloging; Libraries for Children and Young Adults; University Libraries and Other General Research Libraries; Library Theory and Research; Preservation and Conservation; Art Libraries;

This paper provides an overview of the beginnings of the newspaper in Brazil with information on the more significant titles and their role in the history of journalism and their impact on social change that occurred between the Imperial and Republican periods. Current collections at the National Library and legal deposit are discussed. It describes the present and historical collections and efforts to preserve them through microfilming and digitizing processes. Some statistics are provided for the collections and microfilms that have been made available. Brief information on the online access of the newspaper periodical databases is also given. (MES)

ED 459 726 IR 058 220

Blixrud, Julia C.
The Association of Research Libraries Statistics and Measurement Program: From Descriptive Data to Performance Measures.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Evaluation Methods; Higher Education; *Library Associations; *Library Services; *Measurement Techniques; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; Electronic Resources

The Association of Research Libraries (ARL) has collected descriptive data from its members for the better part of the 20th century. This data shows that as libraries' environments change to reflect increased interest in accountability and institutional outcomes. To account for this, an ARL New Measures Initiative has been established to develop different and innovative ways for library staff to describe the library's contributions to various institutions. The largest of the New Measures Initiatives to date is LibQUAL, a research and development project undertaken by ARL in collaboration with Texas A&M University to define and measure library service quality across institutions and to create useful quality-assessment tools for local planning, such as the evaluation of a library's collections-related services from the user's point of view. Another initiative, the E-metrics project, is an effort to explore the feasibility of collecting data on the usage of electronic resources. These new measures will assist libraries in moving away from data that just describe a library's input and output, and moving toward data than can help a library measure its own performance level over a period of time, both to benchmark with similar libraries and to improve that library's own operations. (Contains 20 references.) (MES)

ED 459 727 IR 058 221

Shraiberg, Yakov
Russian and CIS Library Internet Service: An Analysis of WWW-Server Development.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Government Libraries; *Library Development; Library Services; Reference Services; *Research Libraries; User Needs (Information); Users (Information)
IDENTIFIERS- Norway; Parliamentarians; *Parliamentary Libraries

This paper discusses the establishment of a research service in the Norwegian parliament. The first section presents some general assumptions regarding a research service in parliament. The second section describes the first initiative, a mandate in the 1970s to establish a commission to clarify the need for such a service. The third section introduces the process of establishing the research service in the late 1990s. The fourth and fifth sections discuss a newspaper debate among politicians on this issue that began when the opposing parties stated that they did not fully trust the government's handling of a certain matter. The sixth section summarizes the commission's report on the "why" and "how" of establishing a research service. The seventh section describes the establishment of the research service in October 1999. (MES)

ED 459 748 IR 058 242

Toornstra, Dick
Towards the Electronic Parliamentary Library in the Context of the European Union.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; *Electronic Libraries; Foreign Countries; *Library Development; *Library Services
IDENTIFIERS- *European Parliament; European Union; *Parliamentary Libraries

The electronic parliamentary library at the European Union (EU) level is developing to meet the needs of a changing political context. It is emerging in multiple forms: cooperation among EU institutions; cooperation among EU parliaments; and the service of the European Parliament itself. The development of electronic service presents a management challenge for libraries, and in the context of the European Parliament there is a challenge to differentiate the library's service in a highly competitive environment. This paper outlines a practical framework for service differentiation. The sections of the paper cover the following topics: (1) context, including the European Parliament, the political context, institutional factors, and managerial issues; (2) information service of the European Parliament, including the Directorate General for Research and Documentation; (3) movement toward a common library of EU institutions, including EUROLIB and an inter-institutional library; (4) movement toward an electronic library for European parliaments; and (5) developing the electronic library of the European Parliament, including differentiating the library and working with communities of practice as a key strategy. (Contains 15 endnotes and 4 references.) (MES)

Core, and machine-readable bibliographic communication formats. The third section addresses the selection of words or phrases to be included in the dictionary; a list of words relating to cataloging description and objects to be cataloged is attached. The fourth section discusses the following topics related to annotations/explanations: (1) examples of different philosophies in national rules and/or different handling of formats; (2) the language of definitions and explanations in the dictionary; and (3) source book notations. The fifth section suggests that the dictionary should not include gender, flexion/grammar specialties, or pronunciation. The sixth section covers briefly the technical aspects of input and selection of a database. The seventh section summarizes national responsibilities and communications. The final section describes the next steps. Examples of English-German translation of terms are attached. (MES)

ED 459 769 IR 058 263

Tillett, Barbara B.
A Virtual International Authority File.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authority Control (Information); Bibliographic Records; Cataloging; *Databases; International Programs; *Internet; Models; *Shared Resources and Services

A pool of authority records for bibliographic entities (persons, corporate bodies, works/expressions, concepts, objects, events, and places) to use on the Internet is of interest, not only to libraries and their users, but also to publishers, copyright and rights management organizations, museums, and archives. This paper explores different models of how such a file might work. Authority control remains the most expensive part of cataloging, but through cooperative efforts like NACO (Name Authority Cooperative), SACO (Subject Authority Cooperative), and IFLA (International Federation of Library Associations and Institutions) initiatives, the research done in one library can be shared internationally to lower the cost. (Author/MES)

ED 459 770 IR 058 264

Le Boeuf, Patrick
The Impact of the FRBR Model on the Future Revisions of the ISBDs: A Challenge for the IFA Section on Cataloguing.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Records; *Cataloging; Change;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Archives; Databases; Foreign Countries; Libraries; *Photographs; Problems; User Needs (Information)
IDENTIFIERS- England

This paper provides an overview of the problems found by both professional and amateur users of archives and libraries who need to be able to phrase specific questions in conventional and online forms. It discusses issues within the context of a national archive holding over ten million photographs and is concerned with the varying roles of not only those individuals who produced images, but also their archival histories. The exploration and interpretation of the lineage of all image producers indicates the need not only to look at the original intentions of photographers, but also at their increasing biographical obscurity--without these two facets, photographs are in danger of becoming digital fodder without any history of their own. (Author/MES)

ED 459 791 IR 058 286

Lundgren, Elisabeth
Strong Girls and Bright Colours: Current Themes in Swedish Picture Books.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ral heritage sector as a whole. (MES) Information Technology; Women's Issues; Cataloging; Libraries for Child,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Females; Foreign Countries; *Foreign Language Books; Illustrations; *Picture Books; *Swedish
IDENTIFIERS- Sweden; *Theme (Literary)

Strong girls and bright colors characterize many Swedish picture books in recent years. The girls are visible and active, and the books also include many wise mothers. The picture books deal with a variety of subjects, ranging from very difficult subjects like death to pure nonsense. Sweden has many good illustrators who work experimentally with colors and shapes. Some are influenced by cartoons and they use their expressions widely, humorously, artistically, and innovatively. One of the themes in Swedish picture books that is emphasized in this paper is deep life experiences and feelings, including essential emotions like jealousy or the fear of not being good enough. The paper provides annotations of Swedish picture books in the following thematic areas: (1) strong girls--the gender perspective; (2) love, friendship, and family life; (3) picture book wisdom; (4) separated worlds--the child and the grown up; (5) life and death; (6) good books for the very small; (7) experiments in shape and color; and (8) humor. (MES)

ED 459 792 IR 058 287

de Klerk, Tienie
Perspective on Names in the "South African National Bibliography": Past, Present and Future.
PUB DATE- 01

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Information Technology; *Learning Resources Centers; Library Development; *Library Role; *Library Services; *School Libraries; Telecommunications
IDENTIFIERS- Australia; Austria; Belgium; France; Italy; Portugal; Scotland; *Technology Utilization

This book, in French and English, addresses how the school library of the future will be designed and what role it will play as a school facility within the educational system and in society as a whole. The following papers are included: (1) "Issues" (John Mayfield); (2) "Designing Schools for the Information Society: Libraries and Resource Centres"; (3) "Information and Communications Technologies (ICT) and the Quality of Learning: An International OECD/CERI Study" (Edwyn O. James); (4) "Documentation and Information Centres (CDI) and New Technologies in France" (Guy Pouzard); (5) "Regional Policy for the Development of Information and Communications Technologies in Upper Secondary Education in Ile-de-France" (Jacques Foucher); (6) "The School Library--An Endangered Species or the Heart of the Community?" (Tim Sandercock); (7) "The Learning, Information and Communication Centre in Austrian Secondary Schools" (Manfred Hinum and Johanna Hladej); (8) "The Alford Information and Technology Centre at Aberdeenshire in Scotland" (Clive Marsden); (9) "The Multimedia Centre in the Institut Notre-Dame des Champs, Brussels" (Jean-Marie Moonen); (10) "Resource Centres in the Tuscany Region" (Paolo Benesperi); and (11) "Five Examples of School Resource Centres in Portugal: The School 2001 Project in Pendao, Portugal" (Isabel Mendinhos). (Contains 401 references.) (MES)

ED 459 811 IR 058 344

Cogell, Raquel V., Ed.; Gruwell, Cindy A., Ed.
Diversity in Libraries: Academic Residency Programs. Contributions in Librarianship and Information Science.
PUB DATE- 01
NOTE- 181p.; Foreword by E. J. Josey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Libraries; Higher Education; *Internship Programs; *Librarians; *Minority Groups; *Research Libraries

This book contains 15 essays written by 19 librarians who participated in minority residency programs in academic libraries and 5 essays written by 6 professionals who served as residency program administrators. The following essays are included: (1) "The University of California, Santa Barbara Fellowship--A Program in Transition" (Detrice Bankhead); (2) "Reflections of an Academic Library Residency Program Coordinator" (Julie Brewer); (3) "The University of Minnesota Libraries' Affirmative Action Residency Program: 1991 to the Present" (Linda DeBeau-Melting); (4) "Advocating Diversity in Research Libraries: The University of Iowa Minority Research Library Residency Program" (Janice Simmons-Welburn and Barbara I. Dewey); (5) "Yale University's Minority Librarian-in-Residence Program" (Diane Young Turner); (6) "My Residency at the University of Michigan: Rewards and Deltas" (E. Joy Cichewicz); (7) "Too Far To Fall" (Karla Y. Davis); (8) "A Day in the Life of a Librarian-in-Residence" (Yolanda L. Gilmore); (9) "Liberating the Self through Work: A Personal Herstory" (Alysse D. Jordan); (10) "De Frontera a Frontera/From Border to Border: The University at Buffalo Library Internship/Residency Program" (Miguel Juarez); (11) "The Three-Year Experience: The Minority Research Residency Program at the University of Iowa

Contemporary understandings and practices of adult literacy and adult basic education need to reestablish a substantial connection with ancient rhetoric as at once a political tradition, a culture of language use, a storehouse of metalanguage, and as an ensemble of pedagogic strategies and exercises. Developed in ancient Greece, rhetoric was for 2300 years the dominant form of education for ruling class men in all European communities. It was an education designed to cultivate and form the attributes of community citizens and leaders, and it trained boys and young men in the art of persuasive public speech. Rhetorical education was an education in cultural content called "inventio" and an education in language called "elocutio." The three genres of rhetoric, defined by Aristotle by their social contexts, included (1) epideictic rhetoric, a discourse of praise celebrating heroes and community values; (2) deliberative rhetoric, a discourse of advice designed to evaluate and determine the best course of action in cases of conflict and uncertainty; and (3) forensic rhetoric, which is judicial discourse used in accusing or defending those suspected of wrong-doing. Rhetoric was not used solely to teach language, but to find truth. It often culminated in rhetorical performance that was organized in five steps used to prepare an eloquent speech. Rhetoric can be used as a basis for understanding and improving student speech and thinking skills. (An example of the use of rhetoric in a workshop with Indigenous Australian adults beginning higher education studies is provided, along with an appendix illustrating rhetoric in student speech.) (KC)

ED 459 320   CE 082 571

Carney, Thomas Q., Ed.
Collegiate Aviation Review, 2000.
PUB DATE- 00
NOTE- 106p.; For the 1999 volume, see ED 439 267. Papers presented at the 2000 Fall Education Conference of the University Aviation Association. Sponsored by American Eagle Airlines, Mechtronix Systems, Inc., Federal Express, Morris Publishing, Purdue University, and Utah State University. Published annually. Associate editor is Jacqueline R. Luedtke.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; Air Traffic Control; Aircraft Pilots; Airports; *Aviation Education; Educational Benefits; Educational Research; *Employment Patterns; Federal Regulation; Females; *Flight Training; Followup Studies; Graduate Surveys; Higher Education; Literature Reviews; Memorization; Memory; Models; Policy Formation; *Sex Fairness; *Student Characteristics
IDENTIFIERS- *Federal Aviation Administration

This issue contains seven papers. "University Aviation Education: An Integrated Model" (Merrill R. Karp) addresses potential educational enhancements through the implementation of an integrated aviation learning model, the Aviation Education Reinforcement Option. "The Federal Aviation Administration (FAA): A Tombstone Agency? Putting the Nickname to the Test" (Rebecca K. Lutte, Brent D. Bowen) investigates FAA activity before and after six catastrophic airline accidents to examine the FAA's alleged reactive policy-setting reputation. "The Relationship of Document and Quantitative Literacy with Learning Styles and Selected Personal Variables for Aviation

Income; Job Training; Labor Force Development; Measurement Techniques; Metropolitan Areas; Nonmetropolitan Areas; Policy Formation; *Poverty; *Public Policy; *Salary Wage Differentials; Social Services; *Standard Setting; Tables (Data); Urban Areas; Validity; Vocational Education
IDENTIFIERS- Cost of Living; *Income Level; Job Training Partnership Act 1982

The case for and consequences of redefining poverty were considered. The analysis focused on the following issues: (1) remeasuring poverty in a time of prosperity; (2) alternative poverty measures; (3) consequences of and enhanced poverty threshold; (4) assessing the performance of employment and training programs in achieving income adequacy standards for participants; and (5) the adequacy of the earnings of demographic and state subgroups of Job Training Partnership Act terminees. The analysis demonstrated that, to give the term "poverty" the same realistic meaning it carried in 1964, the current official index must be raised to 140% of its current level. To represent 50% of the median pretax income of families containing two to four persons now as in 1964, the index must be raised to 165% of the current standard. It was recommended that the poverty threshold be changed accordingly but varied by state to account for cost of living differences. (Sixty tables/figures are included. Information on the assignment of family poverty thresholds to individual metropolitan and nonmetropolitan areas across the United States in 1995 and information about various estimates related to recipients of services under various titles of the Job Training Partnership Act are appended. Sixty-two endnotes are included.) (MN)

ED 459 336   CE 082 689

Callahan, Jim; Pines, Marion
WIA Youth Policy Councils: Key to the Future for a Generation of Challenge. Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 99
NOTE- 63p.; For a related work, "A Generation of Challenge: Pathways to Success for Urban Youth," see ED 413 409. "Policy" shown as inserted in title.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advisory Committees; Agency Cooperation; Annotated Bibliographies; At Risk Persons; Case Studies; Cooperative Planning; Coordination; Counseling Services; Data Collection; Definitions; Delivery Systems; Education Work Relationship; Educational Planning; Educational Resources; Employment Opportunities; Federal Legislation; Information Needs; Information Sources; Information Transfer; *Integrated Services; Juvenile Justice; Needs Assessment; Partnerships in Education; Position Papers; Private Sector; *Program Development; Program Implementation; Public Agencies; Public Housing; Public Policy; Records (Forms); Resource Allocation; Shared Resources and Services; State Action; Systems Approach; * Stakeholders;
IDENTIFIERS- Stakeholders; Temporary Assistance for Needy Families; *Workforce Investment Act 1998; Workforce Investment Boards; *Youth Councils

The Workforce Investment Act (WIA) of 1998 mandates the creation skills needed to effectively perform IT operations to support agency missions and goals; (2) inventory current IT staff members' knowledge and skills to identify gaps in needed capabilities; (3) develop strategies and implement plans for hiring, training, and professional development to fill identified gaps; and (4) evaluate program and use the evaluation results to continuously improve the organization's human capital strategies. (Contains 34 references.) (MN)

ED 459 352 CE 082 731

Gray, Dorothy; Harkreader, Steve; Wagar, Deborah
Program Review: Workforce Development Education Program.
PUB DATE- 01
NOTE- 95p.; Project supervised by Jane Fletcher.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; *Community Colleges; Comparative Analysis; Delivery Systems; Educational Attainment; *Educational Finance; Educational Policy; Emerging Occupations; Employer Attitudes; Employment Patterns; Financial Support; *Labor Force Development; Outcomes of Education; Performance Factors; Performance Technology; Policy Formation; Program Administration; *Program Effectiveness; Program Improvement; Public Policy; Salary Wage Differentials; *State Programs; State Surveys; Statewide Planning; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- Employer Surveys; *Florida; Funding Formulas

The performance of Florida's Workforce Development Education Program was reviewed. The following were among the data considered: (1) data on program enrollment, program completion, and earnings; (2) data on workforce programs provided from 1992-1993 to 1998-1999; and (3) the 97 responses obtained in a telephone survey of 418 Florida businesses (response rate 23%). Florida's workforce programs provided between 1996-1997 and 1998-1999 produced higher employment rates and higher average beginning wages for program completers than in previous years. The improved rates were attributed to a strong economy and to the actions taken by community colleges and school districts in response to legislative initiatives linking performance to funding. The following were among the recommendations to Florida legislators: (1) require local providers to justify providing programs with low completion rates; (2) require a more timely process for identifying new and emerging occupations; and (3) amend the funding formula to provide consistency in performance awards over time. (Twenty-four exhibits are included. The following are among the items included in the 10 appendixes: information about the study methodology; information about performance-based funding versus basic program funding; a comparison of community college and school district adult certificate program performance within workforce development regions; and information about performance-based funding used by other states.) (MN)

ED 459 353 CE 082 736

Robertson, Robert E.
Women in Management: Analysis of Selected Data from the Current Population Survey. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

familiar terms as informal, flexible, learner-driven, vocational, lifelong, accountable, and partnership. (MN)

ED 459 369 CE 082 758

Aldridge, Fiona; Tuckett, Alan
Winners and Losers in an Expanding System. The NIACE Survey on Adult Participation in Learning, 2001.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 01
NOTE- 27p.; Survey conducted by Research Surveys of Great Britain (RSGB). Also funded by the Local Government Association, London.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Adult Learning; Age Differences; Comparative Analysis; Employment Level; Employment Patterns; *Enrollment Influences; *Enrollment Trends; Foreign Countries; Futures (of Society); Internet; Lifelong Learning; National Surveys; *Participation; Postsecondary Education; Regional Characteristics; Sex Differences; Socioeconomic Status; *Student Characteristics; *Student Educational Objectives; Tables (Data); Trend Analysis
IDENTIFIERS- *United Kingdom

Adult participation in the United Kingdom in 2001 was examined through interviews with a weighted sample of 6,310 adults over age 17 across Great Britain with a boosted sample in Wales. The following were among the key findings: (1) for the first time in 20 years, there was a marked upswing in adults' participation in learning from the previous year (29% in 2001 versus 22% in 2000); (2) one in three men participated in learning versus one in four women; (3) people with access to the Internet were twice as likely to be learning; (4) the rise in participation rates among professionals and managers has accelerated steadily from 53% in 1996 to 67% in 2001, whereas participation among the least-skilled and poorest adults has nudged up from 26% to 28%; (5) a substantial majority of individuals aged 17-24 were current or recent participants in learning versus around half of those aged 25-54 and a third of those aged 55-64; (6) participation rates varied significantly by geographic region; and (7) people with recent experience of learning expected to undertake further study in the near future, whereas those who said that they had done no learning since school saw almost no likelihood of future participation. (Contains 16 tables.) (MN)

ED 459 370 CE 082 773

Tisdell, Elizabeth J.
Spirituality in Adult and Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; *Adult Education; Adult Learning; *Beliefs; Constructivism (Learning); *Culturally Relevant Education; Higher Education; Human Resources; Labor Force Development; Philosophy; Religious Education; *Spirituality; Values

Motivational Systems Theory, which takes an integrative, comprehensive approach. It is adapted from the Assessment of Academic Self-Concept and Motivation, an instrument for adolescents. The initial psychometric work on the Children's Self-Concept and Motivation Assessment is very promising. (Author)

ED 459 393 CG 031 438

Rouse, Kimberly A. Gordon; Bamaca-Gomez, Mayra Y.; Newman, Phil; Newman, Barbara
Educationally Resilient Adolescents' Implicit Knowledge of the Resilience Phenomenon.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Adolescents; Attitude Measures; *Coping; Educational Environment; *High School Students; High Schools; Low Income Groups; *Minority Group Children; Parent Participation; *Resilience (Personality); Self Esteem; Social Support Groups; Spirituality; *Urban Youth

For many years, the resilience phenomenon in populations at-risk has been a major focus in trying to understand and explain why some people who experience challenging and stressful experiences are able to overcome these negative adversities and adapt competently. Resilience has been found to consist of different protective factors that are essential for an adolescent to respond to stress and adversity in competent ways. By taking a qualitative approach, this study focuses on educational resilience and the protective factors that resilient adolescents implicitly know are necessary to stay academically successful during the transition to high school. Participants were adolescents from urban, low-income, minority groups. Findings show nine different protective factors identified by resilient students as being important factors for ones' academic success: (1) individual aspirations; (2) personal factors; (3) academic behaviors; (4) family support; (5) academic environmental factors; (6) other support factors; (7) positive social behaviors; (8) negative social behaviors; and (9) spirituality. (Contains 22 references.) (Author/JDM)

ED 459 394 CG 031 439

Shaw, Margaret
Promoting Safety in Schools: International Experience and Action. Crime Prevention Series #3.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 01
NOTE- 65p.; Prepared by Community Research Associates, Inc. Prepared with the assistance of Kathie Oginsky.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aggression; *Community Cooperation; Conflict Resolution; Educational Environment; Educational Innovation; *Elementary Secondary Education; Prevention; School Policy; *School Safety; Teacher Role; Violence

Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Elementary Secondary Education; Factor Analysis; Higher Education; Pilot Projects; Prevention; Professors; *School Safety; Sex Differences; Social Cognition; *Special Education; *Violence

The purpose of this study was twofold. First, it investigated preservice and inservice teachers' observed and experienced violence at various educational levels. Second, the study determined by gender, these individuals' knowledge and awareness of violence factors. The subjects consisted of 26 university preservice and four inservice teachers in two sections of an introductory special education class at a small southeastern university. The preservice teachers consisted of elementary, secondary, and K-12 special education majors. The inservice teachers consisted of 2 males and 2 females. A survey questionnaire was developed, validated, and administered. Participants indicated their school safety-violence observations and experiences from grade school through college, and their agreement or disagreement to a minimum of 10 statements listed under five safety-violence factors. The results indicated that subjects had differences in violence experienced in schools. The results also suggested that subjects had similar gender perceptions of school violence, but differences occurred in their perceptions of acts of school violence. Limitations and implications for future research and school safety-violence prevention programs are presented. (Contains 7 tables.) (Author/JDM)

ED 459 416   CG 031 475

Sun, Feng; Bruess, Clint
Trends in Tobacco Use by Alabama Youth (1995-1999).
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Behavior; *At Risk Persons; Drinking; *Health Behavior; *High School Students; High Schools; Illegal Drug Use; Rating Scales; Self Injurious Behavior; Sexuality; *Smoking; Social Indicators; State Surveys; *Tobacco; Trend Analysis; Well Being
IDENTIFIERS- Alabama

To examine changes in tobacco use among high school students in Alabama from 1995 to 1999, Alabama Youth Risk Behavior Surveillance System (YRBS) survey data were analyzed. The survey has been used since 1990 to examine the health practices of adolescents and to monitor priority health-risk behaviors that contribute to the leading causes of mortality, morbidity, and social problems among youth. The YRBS specifically monitors (1) behaviors that contribute to unintentional and intentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted disease; (5) dietary behaviors; and (6) physical activity. Analysis showed that Alabama adolescent risk behaviors pose serious threats to their health. These risk behaviors are strongly linked to significant indicators of social and psychological well-being, including education, job performance, quality of family and social relationships, and telephone, e-mail address, office hours, text to be used, academic integrity explanation, course description, course outcomes, "readings" chart, course requirements, and overview of the projects and assignments required. (NKA)

ED 459 436 CS 014 574

Chatel, Regina G.; Talty, Paula
Early Literacy Intervention Professional Development Program: Listening to Teachers' Voices.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Early Intervention; *Faculty Development; Graduate Students; High Risk Students; Primary Education; *Program Development; State Legislation; Teacher Education; Teacher Surveys
IDENTIFIERS- *Balanced Literacy; Connecticut; Saint Joseph College CT

In 1998, Connecticut's Public Act 98-243 mandated the development of an individual 3-year reading plan to address at-risk students, literacy instruction, professional development, and to forge stronger links with students' families. District reading plans were submitted to the Connecticut State Department of Education to be utilized as a rich data source documenting the variety of strategies, initiatives, and programs in place to support students' early reading development. Additionally, these plans document the professional development needs of individual school districts in the areas of literacy instruction. A teacher survey collected data on individual knowledge of reading development, instructional methods and strategies for working with at-risk readers. This paper describes a project to facilitate reading success by expanding the repertoire of assessment skills and comprehension and grouping strategies available to the participating teachers. The paper explains that the project also wished to offer field experience to graduate students in education at Saint Joseph College who were invited to work as substitutes for teachers attending workshops. It first presents project goals and then discusses assessment of student reading levels. It states that much of the training focused on developing alternative instructional strategies to help teachers acquire strategies to support students reading below grade level. The paper cites the implementation of a balanced literacy approach to teach reading and describes future plans. (Contains 15 references.) (NKA)

ED 459 437 CS 014 575

Chatel, Regina G.
Portfolio Development: Some Considerations.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assignments; Cooperative Learning; Higher Education; *Language Arts; *Portfolio Assessment; Scoring Rubrics; Teacher Education
IDENTIFIERS- Saint Joseph College CT

PUB DATE- 01
NOTE- 48p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Emotional Experience; *Emotional Response; Grade 4; Intermediate Grades; *Literacy; *Reading Achievement; Reading Comprehension; Reading Research

A study focused on the relationship between emotions and literacy achievements. It begins with a mention of the theoretical contributions which backed up the study. In the Dudelange project survey (4th graders), the following literacy variables are available: word recognition, two different measures for reading comprehension, spelling, vocabulary and structuring. On the emotion side data were collected on: anxiety, test anxiety, school reluctance, stress, stress coping strategies, effort avoiding, zeal, self-concept. In a first step, two indicators were constructed: the first one concerning literacy, the general literacy factor, has been obtained by means of factor analysis. The second one concerns students' emotional situation. Data have been reduced in two ways: by factor and by cluster analysis. With regard to their emotional situation in school, clustering assigns students to one of the following five groups: helplessness, hostility, defense, realism, optimism. Results indicated a strong relationship between both parameters. It concludes with prospects for further research and conclusions drawn concerning both the theory of reading and practical consequences for the everyday work in schools. (Contains 14 references, and 20 tables and 12 figures of data.) (RS)

ED 459 456 CS 217 751

Carnicelli, Thomas A.
Words Work: Activities for Developing Vocabulary, Style, and Critical Thinking.
PUB DATE- 01
NOTE- 224p.; Foreword by Jim Burke.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Integrated Activities; *Language Arts; Learning Activities; Secondary Education; *Thinking Skills; *Vocabulary Development
IDENTIFIERS- *Words; Writing Style

This book offers integrated activities in which students explore words and, at the same time, develop their language arts and thinking skills. The book states that this way teachers can pay more attention to word study, without sacrificing other parts of the English curriculum and without resorting to word lists and memorization. In the first section, "Verbal Charades," students play a verbal version of charades, using all the language arts in the process, while "Verbal Clusters" is a weeklong set of writing and reading tasks involving a group of related words. To help teachers use the activities, the second section of the book--a brief, nontechnical history of the English vocabulary--discusses the differences between native words and borrowed words. A third section on writing style offers activities in which students analyze the kind of words used by often-studied writers. Students also explore writing in community colleges, liberal arts colleges, state university systems, and research institutions. The 14 section titles and 2 representative essays from each section are: Section 1, Contexts for Teaching Writing, "The Departmental Perspective" (Roger Gilles) and "Composition, Community, and Curriculum: A Letter to New Composition Teachers" (Geoffrey Chase); Section 2, Seeing the Forest and the Trees of Curriculum, "Teaching in an Idealized Outcomes-Based First-Year Writing Program" (Irvin Peckham) and "Constructing Bridges between High School and College Writing" (Marguerite Helmers); Section 3, Constructing Syllabus Materials, "On Syllabi" (Victor Villanueva) and "Departmental Syllabus: Experience in Writing" (Gregory Clark); Section 4, Constructing Effective Writing Assignments, "Sequencing Writing Projects in Any Composition Class" (Penn State University Composition Program Handbook) and "Autobiography: The Rhetorical Efficacy of Self-Reflection/Articulation" (Bonnie Lenore Kyburz); Section 5, Guiding Students to Construct Reflective Portfolios, "A Writing Portfolio Assignment" (Phyllis Mentzell Ryder) and "Portfolio Requirements for Writing and Discourse" (C. Beth Burch); Section 6, Strategies for Course Management, "Fostering Classroom Civility" (Lynn Langer Meeks, Joyce Kinkead, Keith VanBezooyen, and Erin Edwards) and "Course Management Guidelines" (Rebecca Moore Howard); Section 7, Teaching Invention, "Teaching Invention" (Sharon Crowley) and "Invention Activity" (Theresa Enos); Section 8, Orchestrating Peer-Response Activities, "Approaches to Productive Peer Review" (Fiona Paton) and "Reflection on Peer-Review Practices" (Lisa Cahill); Section 9, Responding to In-Process Work to Promote Revision, "Less Is More in Response to Student Writing" (Clyde Moneyhun) and "One Dimension of Response to Student Writing: How Students Construct Their Critics" (Carol Rutz); Section 10, Responding to and Evaluating Polished Writing, "Developing Rubrics for Instruction and Evaluation" (Chris M. Anson and Deanna P. Dannels) and "What Makes Writing 'Good'?/What Makes a 'Good' Writer?" (Ruth Overman Fischer); Section 11, Teaching Writing with Technology, "Overcoming the Unknown" (Adelheid Thieme) and "Asynchronous Online Teaching" (Donald Wolff); Section 12, Constructing a Teaching Portfolio, "Teaching-Portfolio Potential and Concerns: A Brief Review" (Camille Newton) and "Thinking about Your Teaching Portfolio" (C. Beth Burch); Section 13, Teaching Matters of Grammar, Usage, and Style, "A Cautionary Introduction" (Keith Rhodes) and "And the Question Is This--'What Lessons Can We, as Writers, Take from This Reading for Our Own Writing?'" (Elizabeth Hodges); and Section 14, Teaching Research Skills, "First-Year Composition as an Introduction to Academic Discourse" (M. J. Braun and Sarah Prineas) and "Teaching Research Skills in the First-Year Composition Class" (Mark Gellis). (Most papers contain references.) (RS)

ED 459 477   CS 217 786

Ankcorn, Denise
The Effect of Cross-Age Tutoring by High Schoolers on Their Understanding and Ability To Create a Short Story.
PUB DATE- 99
NOTE- 64p.; Masters Thesis, Whitworth College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Creative Writing; *Cross Age Teaching; Grade 6; High School Students; High Schools; *Instructional Effectiveness; Intermediate Grades; *Short Stories; *Tutoring; *Writing

Mediated Contact" (Carol M. Liebler and Richard D. Waters); "Effects of Advertising Messages for Breast Cancer on African-American Women's Attitudes toward Early Prevention" (Cynthia M. Frisby); and "Terror Masked in Silence: Black Press Coverage of the Reconstruction-Era Ku Klux Klan" (Mike Conway). (RS)

ED 459 496 CS 510 713

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Newspaper Division.
PUB DATE- 01
NOTE- 528p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Athletics; Broadcast Television; Case Studies; Comparative Analysis; Content Analysis; Depression (Psychology); Editing; Females; Foreign Countries; Higher Education; Internet; *Journalism Education; National Surveys; News Writing; *Newspapers; Numeracy; Presidential Campaigns (United States); Professional Development; Public Health; Readability; Student Attitudes; Student Publications; Teacher Student Relationship
IDENTIFIERS- Business News; Civic Journalism; *Media Coverage; Newspaper in Education Program; Political Cartoons; Social Constructivism; South Korea

The Newspaper section, Part 1 of the proceedings contains the following selected papers: "Gatekeeping and the Editorial Cartoon: A Case Study of the 2000 Presidential Campaign Cartoons" (Jennifer M. Proffitt); "Campaign Contributions: Online Newspapers Go Beyond Shovelware in Covering Election 2000" (Jane B. Singer); "At Play in the Field of the Word: A Content Analysis of the Coverage of Women's Sports in Selected San Francisco Bay Area Newspapers" (Greg Mellen and Patricia Colemen); "An Explorative Study on the Market Relationship Between Online and Print Newspapers" (Hsiang Iris Chyi and Dominic L. Lasorsa); "Official Sources, Embedded Perspective and News Frameworks: How Two Korean Newspapers Covered a Public Health Crisis" (Robert A. Logan, Jaeyung Park, and Jae-Hwa Shin); "Numbers in the News: A Mathematics Audit of a Daily Newspaper" (Scott R. Maier); "Newsroom Numeracy: A Case Study of Mathematical Competence and Confidence" (Scott R. Maier); "Social Construction of Depression in Newspaper Frames" (Cynthia-Lou Coleman and Jessica A. Corbitt); " 'Still Shocking, But No Longer Surprising': The Anomaly Paradox in Newspaper Coverage of the 1997-1998 School Shootings" (Russell Frank); "Creating New Value for Copy Editing Instruction in the Curriculum and the University" (Ann E. Auman, Frank E. Fee, Jr., and John T. Russial); "Back to the Future? Teaching Copy Editing Skills in Changing Times" (Frank Fee, John Russial, and Ann Auman); "Convenient Excuses? Jobs, Classes, and Misconceptions Limit JMC Students' Involvement in Major" (Betsy Alderman and Fred Fedler); "The Aesthetics of Work: A Case Study on How Faculty and Students Negotiate Quality in the Newsroom" (Beverly Horvit); "Newspapers in the Age of the Internet: Adding Interactivity to Objectivity" (John L. "Jack" Morris); "Connecting with the New Culture: Trade-Press Readership among Copy Editors and Their Supervisors" (Frannk E. Fee, Jr.); A Comparative Analysis of On-line versus Print Media: Readability and Content Difference of Business News" (Jaemin Jung and Samsup Jo); "Copy Flow at Small Newspapers: Lessons for Metros Seeking Change?" (Judy Gibbs Robinson); and

Leading Learning Communities: NAESP Standards for What Principals Should Know and Be Able To Do. A Guide for Those Who Care about Creating and Supporting Quality in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.
PUB DATE- 01
NOTE- 105p.; Research and development of this document was funded by the Principals Leadership Network and Lifetouch, Inc.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Guides; Administrator Role; *Administrators; Adult Learning; Elementary Secondary Education; *Leadership; Leadership Responsibility; *Principals; *Standards
IDENTIFIERS- *Learning Communities

Influenced by the academic standards movement, which demands a focus on equity and instruction as never before, school leaders are thinking about how to define "quality" in schools and how to create and manage the environments that support it. A basic theme in this book is that having a first-rate school and first-rate school leadership are inextricably linked. Here, principals outline what their role in school improvement can and should be. They identify six characteristics of leadership, portrayed in the form of Standards for Principals. These standards include the ability to balance management and leadership roles, set high expectations and standards, demand content and instruction that ensure student achievement, create a culture of adult learning, use multiple sources of data as diagnostic tools, and actively engage the community. Each characteristic is discussed in its own chapter. The guide concludes with a list of what principals need to improve student achievement, a discussion of actions taken by the National Association of Elementary School Principals to redefine the role of principals and to create standards for principal performance, and a bibliography organized by chapter. (Contains 92 references.) (RT)

ED 459 519 EA 031 469

Gemberling, Katheryn W.; Smith, Carl W.; Villani, Joseph S.
The Key Work of School Boards Guidebook.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Guides; *Administrator Role; *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; *Occupational Information; *Superintendents; *Systems Approach

This guidebook is intended to help school boards focus their efforts on understanding and achieving the elements of their key work. Chapter 1 discusses the concept of systems thinking as a framework for organizational thinking and learning. It viewed as challenges. (Contains 29 references and 1 table.) (RT)

ED 459 539 EA 031 491

Cotton, Kathleen
New Small Learning Communities: Findings from Recent Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Cost Effectiveness; Educational Environment; Educational Improvement; Elementary Secondary Education; School Safety; School Size; *Small Schools; Teacher Student Relationship

This document presents research findings about the results well-run small schools produce. It begins by giving definitions of the various types of small schools and smaller learning communities, such as focus or "theme" schools, freestanding schools, and schools-within-a-building. It discusses the requirements for success as identified by researchers and practitioners, and cites barriers to implementing effective small schools. An important point is that a small school does not provide a quick fix to problems in educating students or maintaining safety by virtue of its size, but, rather, it creates an environment that acts as a facilitating factor in promoting increased student learning, and enhancing collegiality among teachers and personalized relationships between teachers and students. Other benefits of well-run small schools include increased order and safety, higher school attendance and graduation rates, higher levels of extracurricular participation, greater parent participation and satisfaction, more positive teacher attitudes and satisfaction with their work, high-quality curricula that are well-aligned with national goals, and greater cost-effectiveness compared to larger schools. The paper ends with a list of World Wide Web resources and an annotated bibliography. (Contains 53 references.) (RT)

ED 459 540 EA 031 492

Dorfman, Diane; Douglas, Randi; Ellis, Debbie; Fisher, Amy; Geiger, Elke; Hughes, Kendra; Ko, Lena; Saifer, Steffen
Planning for Youth Success: Resource and Training Manual. Connecting Schools, Families, and Communities for Youth Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Cooperation; *Community Involvement; Community Resources; Community Support; Elementary Secondary Education; Family Involvement; *Family School Relationship; Parent School Relationship; *Partnerships in Education; Program Development; Program Effectiveness; Program Evaluation; Public

Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Children; *Community Health Services; *Disabilities; *Federal Aid; Federal Regulation; Home Health Aides; *Home Programs; Independent Living; Long Term Care; *Participant Characteristics; *State Programs
IDENTIFIERS- *Medicaid

Federal Medicaid long-term care regulations do not require states to offer home and community-based service (HCBS) alternatives; rather, they are offered at the discretion of each state. The two most significant Medicaid HCBS programs are the Medicaid 1915(c) HCBS waiver programs and the Medicaid Title XIX personal care services (PCS) optional state plan benefit. This report summarizes the most current data on HCBS, combining data from Health Care Financing Administration sources with data collected by the University of California, San Francisco. This report presents estimates of program participants and expenditures, including breakdowns by specific populations and types of service. Findings from the data include: (1) the total number of participants in the 1915(c) HCBS Medicaid waiver program more than doubled between 1992 through 1997 to 561,510 people; (2) expenditures have grown more than $5.7 billion since 1992 for the waivers; (3) expenditures per Medicaid waiver participant grew 52 percent from 1992 to 1997; (4) on average, waiver participants nationwide were allotted approximately $14,016 each in 1997; (5) waivers primarily assist those with mental retardation and adults with disabilities who have aged; and (6) in 1997, the most used category of service remained respite/home health or personal care. (Contains 17 references.) (CR)

ED 459 560 EC 308 748

Cragen, Norma; Gentry, Ken; Wright, Lynnett
Title I and Special Education: A Guide to Integrating Programs, Services and Funding.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Accountability; Compensatory Education; Cooperative Planning; Cooperative Programs; *Disabilities; *Educational Legislation; Educationally Disadvantaged; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Integrated Services; *Regular and Special Education Relationship; *Shared Resources and Services; Special Education; *Student Evaluation; Teacher Collaboration; Testing Accommodations
IDENTIFIERS- Improving Americas Schools Act 1994 Title I; Individuals with Disabilities Education Act

The ideas set forth in this booklet pave a way for the integration of the Title I of the Improving America's Schools Act and Individuals with Disabilities Education Act (IDEA) programs. It describes innovative ways to blend federal funds

Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 71p.; Drafted by Interstate New Teacher Assessment and Support Consortium (INTASC) Special Education Sub-Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Competency Based Teacher Education; *Disabilities; *Educational Principles; Elementary Secondary Education; Inclusive Schools; Preservice Teacher Education; Regular and Special Education Relationship; Special Education Teachers; *Standards; *Teacher Certification

This document presents a draft of model standards for licensing teachers, both general and special education, of students with disabilities and is intended to elicit discussion and feedback from states, professional organizations, and teacher education programs. The standards are based on 10 core principles for beginning teacher licensing and development published in 1992. The principles address knowledge and skills concerning content, pedagogy, students with disabilities, and contexts. In this document, each core principle is presented followed by a paragraph outlining implications of that principle for students with disabilities and articulation of the key knowledge, skills, and dispositions expected of beginning general and special education teachers. An introductory section considers the differing knowledge and skills of general and special education teachers, the range of roles of special education teachers, and disability categories. An appendix notes some further considerations regarding state licensing policy of special education teachers. A glossary defines 50 key special education terms. Also included are a list of the individuals involved in drafting the standards and a questionnaire to elicit reactions to the standards and principles enunciated in the document. (DB)

ED 459 579 EC 308 767

Koyanagi, Chris; Semansky, Rafael
Covering Intensive Community-Based Child Mental Health Services under Medicaid. A Series of Issue Briefs.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 33p.; Also supported by Marion E. Kenworthy-Sarah H. Swift Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Community Services; *Compliance (Legal); Delivery Systems; *Emotional Disturbances; Federal Legislation; *Mental Disorders; Mental Health Programs; Policy Formation; Program Development; Rehabilitation; Standards; Young Children
IDENTIFIERS- *Medicaid

This set of seven issue briefs considers six important community-based services for children with serious mental or emotional disorders that some states provide as mandated rehabilitation services under the federal Medicaid law. The materials are

(Hong Kong, June 1-2, 2001). Hong Kong, The English Language Centre, The Hong Kong Polytechnic University. p227-254.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; *Dictionaries; *English (Second Language); Foreign Countries; Higher Education; Lexicography; *Optical Data Disks; Second Language Instruction; *Second Language Learning; Vocabulary Development

This paper examines the growing literature on pedagogical lexicography and the growing focus on how well the learner uses the dictionary in second language learning. Dictionaries are becoming more user-friendly. This study used the writing task to reveal new insights into how students use a CD-ROM dictionary. It found a lack of dictionary-using skills in certain areas, particularly true of the appendices and the structure of the individual entries. Students typically did not have the skills to access much of the information contained in the dictionary--in print or on CD-ROM. It is suggested that CD-ROM dictionaries offer a more extensive guided tour of the dictionary that is built into the program. This would help students with navigational issues but also with more fully understanding the content of the individual entries. CD-ROM dictionaries in particular could offer a lot more useful tools to students, including more cultural details, synonyms, and technical details. A bilingual dictionary might also be helpful as it would enable and assist students in finding words they do not know and, therefore, cannot look up in a monolingual English learners' dictionary. Appended is a questionnaire for students on the use of English Learners' Dictionaries. (Contains 27 references.) (KFT)

ED 459 602 FL 026 985

Lo Bianco, Joseph
After the Tsunami, Some Dilemmas: Japanese Language Studies in Multicultural Australia. Language Australia Research Policy and Practice Papers.
PUB DATE- 00
NOTE- 31p.; Cover reads, "International Symposium on Japanese Language Studies and Japanese Language Education, Nagoya University of Foreign Studies, June 1999."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Australian Aboriginal Languages; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; Immigrants; *Japanese; *Language Attitudes; Language Maintenance; Language Role; *Multilingualism; *National Programs; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Australia

This paper describes responses to linguistic pluralism in Australian policy in relation to Australia's Asian language context, and the teaching and learning of Japanese within these two frameworks. Finally, the paper considers some ideas relating intercultural language learning to all second language study termed: the Third Place. There are three approaches typically taken toward multilingualism in a given society, looking at multilingualism as a problem, a right, or a resource. Australia viewed multilingualism as a problem through the middle of the 1970s. This eventually led to a contestation

ED 459 623 FL 027 111

Mantero, Miguel
Scaffolding Revisited: Sociocultural Pedagogy within the Foreign Language Classroom.
PUB DATE- 02
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Higher Education; Literature; *Schemata (Cognition); *Second Language Instruction; Second Language Learning; *Sociocultural Patterns; Spanish; Teaching Methods
IDENTIFIERS- *Scaffolding

This paper examines the pedagogical implications of ascribing to sociocultural theory in the classroom, reviewing commonplace terms and concepts that may have lost their true meaning and intent through interpretation and misuse. The paper returns to the initial focus of sociocultural theory, cognition and the mind. Through transcripts of a literature-based college Spanish classroom, it examines the idea of scaffolding while highlighting the development of new knowledge through meaningful interaction, presenting dialogue from the classroom. The paper reviews the following: the development of cognition, language, and literacy understanding in foreign language classrooms; the mind; tools; signs; meaning; social speech; ongoing discourse; co-construction of meaning; heteroglossia; activity setting; goal directed action; the place of language; classroom communication patterns; the foreign language instructor's role; expectations and interpretations; exploratory talk; and coherence and cohesion. Finally, it discusses opportunities for language learning, applying the methodology for discourse analysis in the classroom. The paper concludes that because of various constraints, instructors should use dialogue as verbal scaffolds into discourse. However, because scaffolding has become another "buzzword" in education, it loses some of its original meaning and intention. (Contains 50 bibliographic references.) (SM)

ED 459 624 FL 027 112

Mufwene, Salikoko S.
The Ecology of Language Evolution. Cambridge Approaches to Language Contact.
PUB DATE- 01
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Dialects; *Creoles; *Diachronic Linguistics; English; Foreign Countries; Genetics; *Linguistic Borrowing; Linguistic Theory; Social Bias
IDENTIFIERS- Africa; *Language Contact

This book explores the development of creoles and other new languages, highlighting conceptual and methodological issues for genetic linguistics and discussing the significance of ecologies that influence language evolution. It presents examples of changes in the structure, function, and vitality of languages, suggesting that similar ecologies have played similar roles in all cases of language evolution. Using theories of language formation, macroecology, and population genetics, it proposes a common approach to creole and other new

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Demography; Economic Factors; *Educational Policy; Educational Technology; *Futures (of Society); *Higher Education; *Privatization; *State Programs; *Student Evaluation

The essays in this collection were commissioned to launch an initiative focusing on state policies to respond to the challenges facing higher education in the new century. The initiative will engage governors and their key advisors in three priorities: increasing student access, learning, and degree attainment; building and sustaining seamless learning; and fostering economic development. The essays are: (1) "Privatization in Higher Education" (Arthur Levine); (2) "Economics, Demography and the Future of Higher Education Policy" (Anthony P. Carnevale and Richard A. Fry); (3) "Assessing the Quality of Student Learning: An Imperative for State Policy and Practice" (Richard H. Hersh and Roger Benjamin); (4) "Technology: Creating New Models in Higher Education" (Robert W. Mendenhall); and (5) "Creating High-Performance Postsecondary Education" (Donald F. Kettl). An appendix uses the case study of Oregon's higher education system to illustrate issues in the future of higher education. (SLD)

ED 459 648 HE 034 537

Larson, R. Sam; Barnes-Moorhead, Sonia
How Centers Work: Building and Sustaining Academic Nonprofit Centers.
PUB DATE- 01
NOTE- 23p.; "With introductory letters by Robert F. Long and Michael O'Neill." Funded through the Building Bridges between Practice and Knowledge in Nonprofit Management Education Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; Departments; *Higher Education; *Management Development; *Nonprofit Organizations; Program Development

This document presents findings about the development and sustainability of academic nonprofit centers. It describes how such centers, which focus on the management and development of the nonprofit sector, work. The findings are based on a literature review, 16 personal interviews with current or former directors of nonprofit management or philanthropy focused academic centers, and program proposals and annual reports submitted by more than 20 academic nonprofit academic centers and programs funded in the past 10 years by the W. K. Kellogg Foundation. Academic centers and academic departments often have similar missions, are staffed by faculty, and influence the culture of higher education, but centers tend to be more task-focused and interdisciplinary than academic departments. Centers tend to be boundary-spanning organizations that connect academic interests with external stakeholders. Centers develop in various ways, but external funders are often catalysts in center formation. The directors of academic nonprofit centers also tend to be boundary spanners, who are academic entrepreneurs with experience many traditional academics may lack. Institutional stability and academic credibility are two major challenge academic nonprofit centers face. To address these and other challenges, some recommendations are made for center directors for funding, 1998, 220 scholars had entered the program and there was a retention rate of 95% after only 6 years of operation. The SREB Doctoral Scholars Program works by combining multiple program components with direct services to students and a philosophy that fosters success. (SLD)

ED 459 669 HE 034 570

Alternative Market Mechanisms for the Student Loan Program. A Report by the U.S. Department of Education and the U.S. General Accounting Office.
PUB DATE- 01
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Legislation; Higher Education; *Loan Repayment; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Market Profiles

The 1998 Amendments of the Higher Education Act require the U.S. Department of Education and the General Accounting Office to identify no fewer than 3 different market mechanisms for use in determining lender return on student loans while continuing to meet the other objectives of the Federal Student Loan Program. This report is the final report of a joint study group that analyzed various policy options for the Loan Program. The report does not make any recommendations about the course to follow. To study the market mechanisms, the study group reviewed reports and asked for proposals from study group members and others. The proposals were grouped into five general models: (1) adjustments to the current system; (2) the loan origin rights auction model; (3) loan sale; (4) the federal funding model; and (5) the market-set rate model. Chapter 1 of this report contains background material and a brief history of the Federal Family Education Loan Program. Chapters 2 through 6 contain an analysis of each of the models relative to the 13 criteria set out in the legislative mandate. Chapter 7 discusses income contingent repayment as it might be applied to any of the models. Sixteen appendixes contain supplemental information and the public comments from various experts on a draft version of the report. (Contains 19 tables and 2 figures.) (SLD)

ED 459 670 HE 034 571

Kipp, Samuel M., III; Price, Derek V.; Wohlford, Jill K.
Unequal Opportunity: Disparities in College Access among the 50 States. New Agenda Series TM , Volume 4, Number 3.
PUB DATE- 02
NOTE- 70p.; Color-coded maps may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Classification; College Admission; *Colleges; *Equal Education; *Higher Education; *Low Income Groups; Minority Groups; *State Programs

This study classifies more than 2,800 public and private four-year and two-year colleges and universities in the 50 states and the District of Columbia according to their "accessibility" to typical residents. Accessibility has two components: admissibility (whether or not a college admits typical college-bound students in the state) and affordability. Virtually all public two-year colleges and many regional public four-year colleges were classified as admissible, but fewer private four-

Resigns after begin Ordered to Provide Pornography to Children" (February 11, 2000); "Stilwell Library Closing Stirs Controversy (The Associated Press State & Local Wire, March 1, 2001); "Cybersex. Not on the Reading List. Thanks to Internet Access, Librarians Have a New Job: Keeping their Patrons from Tuning into Porn" (by Sarah Downey, Newsweek, July 17, 2000); "Porn Makes Workplace Hostile, 7 Librarians Say. The News Behind the Net" (by Janet Komblum, USA Today, May 8, 2000); "Taste-Review & Outlook: X-Rated" (The Wall Street Journal, January 14, 2000); and "Letters to the Editor. Porn Surfers Invade the Library" (The Wall Street Journal, Thursday, February 3, 2000). Additional material submitted for the record includes a letter to Congressman Edward Markey, by Marvin J. Johnson, regarding the hearing. (AEF)

ED 459 688 IR 021 047

McGraw, Tammy, Ed.
INSIGHT: Vision & Leadership Inaugural Issue, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 192p.; Published annually. A publication of the Institute for the Advancement of Emerging Technologies in Education (IAETE).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Uses in Education; *Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; Instructional Development; Instructional Innovation; Internet; Leadership; Telecommunications

This publication focuses on promising new and emerging technologies and what they might mean to the future of K-12 schools. Half of the volume contains articles devoted in some way to "Vision," and articles in the other half are under the heading of "Leadership." Contents in the "Vision" section include: "Customizable Content" (Walter Koetke); "Extending the Prospects of Evidence-Based Education" (John Willinsky); "Pervasive Computing: Enhancing Learning in the Classroom and Beyond" (Bill Mark); "The Next Generation Internet and the Schools" (Louis Fox and Ron Johnson); and "The Tyranny of the Quantifiable" (Jaron Lanier). This section also includes an interview with Jeanne Moreno, Vice President and Chief Information Officer of Citrix Systems, Inc. Articles in the "Leadership" section include: "Paper and Pixels...In Search of the Ultimate Textbook" (Tammy McGraw and John Ross); "Ask Smartypants! An Evidence-Based Education Project" (Krista Burdette; Tammy McGraw; and Christopher Corallo); "Combining Telephony and Interactive Television To Facilitate Effective Communication between Schools and Families" (Tammy McGraw; John Ross; Steven Greenspan; David Weimer; Andrea Basso; and Soleill Gregg); "Internet2: Putting New Technologies To Work in the Schools" (Louis Fox, Comp.); "Extending the Use of Collaborative Virtual Environments for Instruction to K-12 Schools" (Tom Morgan; Ron Kritz; Steve Howard; Fernando das Neves; and John Kelso). This section also includes an interview with Mary Baker, Manager of Emerging Technology, Broward County Public Schools, Florida, and Nancy Barba, Director, Program Development and Alignment, Broward County Public Schools, Florida. (AEF)

ED 459 689 IR 021 048

Government Information and Official Publications; Free Access to Information and Freedom of Expression; Newspapers; Information Technology. (MES)

ED 459 706 IR 058 200

The Khang, Pham
Mobile Libraries in Vietnam in 21st Century.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bookmobiles; Foreign Countries; Futures (of Society); Government Role; *Libraries; *Library Development; Library Funding; Library Planning; *Library Services; Models; Rural Areas
IDENTIFIERS- Association Role; International Federation of Library Associations; *Vietnam; Vietnam

With encouragement from IFLA (International Federation of Library Associations and Institutions) and support from the government, over 150 mobile libraries have been established in Vietnam and have been in active operation for the last 10 years. Various models of mobile libraries suited to different areas have been identified, such as "Libraries on Cultural boats," "Book bags of border guards," and "Bookcases of Commune Cultural Post Offices." The role played by the government in supporting mobile libraries has been a very positive experience; the government has provided support equivalent to 33.2 million U.S. dollars for 400 district libraries and 1,100 school libraries for the last 7 years. Mobile libraries have been recognized as the most suitable and effective model in realizing the equality to enjoy culture and information in poor regions. The government advocates continuing to develop mobile libraries as a strategic measure to improve the cultural life of the population and to carry out the Declaration of UNESCO, particularly the guidance from IFLA related to libraries as gateways to an enlightened world. The Vietnamese government has promulgated the Ordinance on Libraries and approved the support program for district libraries and school libraries in the 2001-2005 plan. This is a solid basis for mobile libraries to develop and to improve life. (MES)

ED 459 707 IR 058 201

Shibanda, George Gundu
Skills and Competencies for Digital Information Management in Africa.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Developing Nations; Foreign Countries;

Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Foreign Countries; *Internet; *Libraries; Library Development; Library Networks; *Library Services; *Technological Advancement
IDENTIFIERS- Commonwealth of Independent States; Electronic Resources; Russia; *Web Servers; Web Sites

This paper traces the expansion of the Internet into Russian and Commonwealth of Independent States (CIS) libraries from basic access to the development of World Wide Web (WWW) servers. An analysis of the most representative groups of library WWW-servers arranged by projects, by corporate library network, or by geographical characteristics is offered. Projects include: (1) federal, regional, and local projects by the Ministry of Culture of the Russian Federation, including the LIBNET program; (2) the collaborative project LIBWEB, oriented toward the integration over the Web of the electronic resources of leading Russian libraries and information centers; (3) the RUSLANet Project, a library network operating in the northwest Russia; (4) the network of Internet access centers in Russian universities; and (5) corporate library systems. (MES)

ED 459 728 IR 058 222

Chaudhry, Abdus Sattar; Higgins, Susan Ellen
Perspectives on Education for Knowledge Management.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Curriculum Development; Foreign Countries; Higher Education; *Information Management; *Information Technology; Tables (Data); World Wide Web
IDENTIFIERS- Australia; Canada; *Knowledge Management; Singapore; United Kingdom; United States

This paper looks at the state of education in knowledge management (KM). It reports findings from a study of knowledge management courses included in the curriculum of academic disciplines of business, computing, and information that was conducted at the Nanyang Technological University (Singapore). Based on a review of course descriptions selected from Web sites of universities in Australia, Canada, Singapore, the United Kingdom, and the United States, the paper describes levels of courses, curriculum areas and topics, and differences in emphasis in teaching KM courses in different departments and schools. A table presents data on the details of KM courses for each university, including the school/department, course title, level, and academic program. A second table lists topics in KM courses for several curriculum areas, including foundations, technology, process (codification), applications, and strategies. (MES)

ED 459 729 IR 058 223

ED 459 749 IR 058 243

Ku, Karl Min
The Website Library and Its Parliamentary Information & Dissemination Services: A Case Study of the Parliamentary Library of Taipei, Taiwan, R.O.C.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Electronic Libraries; Foreign Countries; *Government Libraries; Information Technology; Library Collections; *Library Development; *Library Services; Mass Media Role; User Needs (Information); *World Wide Web
IDENTIFIERS- *Parliamentary Libraries; Taiwan; *Web Sites

The Web site library is a new type of digital library incorporating both digital collections and digital service. In the parliamentary context, this new application of information and communications technology has a dual function: to provide a virtual collection to satisfy users' information demands and to provide all the current services needed by clients of a parliamentary library in modern society. In this paper, the application of information technology in the library, the role of media in the library, and its digital collection development are surveyed by decades from 1960 to 2010. Then the five domains or zones of Internet-based content in the Web site library of the Parliament Library of the Legislative Yuan of the Republic (Taipei, Taiwan, Republic of China) are described (i.e., the browsing, searching, dissemination, reference, and leisure zones), and an overview of this Web site library's services is given. (Author/MES)

ED 459 750 IR 058 244

Takeda, Michiyo
Challenges and Opportunities To Deliver Research Services to Parliamentarians in the Japanese Diet.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Foreign Countries; *Government Libraries; Information Technology; *Library Development; *Library Services
IDENTIFIERS- Japan; *Parliamentary Libraries

This paper outlines the challenges and opportunities for the services of the Japanese National Diet Library (NDL), especially the Research and Legislative Reference Bureau by using a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis. The introduction lists the major goals of the NDL's reform. The second section discusses the NDL's strengths, including the collection, timely and relevant responses, technological developments, and status compared to other prominent government agencies. The third section addresses the

International Programs; Models; Online Catalogs; Shared Library Resources; Standards; World Wide Web
IDENTIFIERS- *Functional Requirements for Bibliographic Records; International Federation of Library Associations; International Standard Bibliographic Description; *International Standards; Revision Processes

This paper lists some of the reactions from professionals all around the world to the publication of FRBR (Functional Requirements for Bibliographic Records) by IFLA (International Federation of Library Associations and Institutions), including suggested changes, pedagogical issues, experiments in implementation, and other achievements inspired by the model. The paper then shows how FRBR could be used in the process of revising ISBDs (International Standard Bibliographic Descriptions) in the context of interoperability between data from libraries, archives, and museums, as well as in the context of increasing availability of catalogs on the World Wide Web. (Contains 16 references.) (Author/MES)

ED 459 771 IR 058 265

Yon, Shukriah; Lin, Ong Chai
The Children's Library: A Gift of Love from the Community.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Includes several photos that may be too small to reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Libraries; *Community Role; Foreign Countries; *Fund Raising; *Library Development; *Library Funding; Library Role; Library Services; Organizational Objectives; *Public Libraries
IDENTIFIERS- Malaysia

This paper describes the development of the Penang Public Library (Malaysia) Children's Library. The first section discusses the role of the community. The second section provides background, including library objectives drawn from the key missions in the UNESCO Public Library Manifesto. The third section addresses creative strategies for fundraising, including direct mail fundraising, raising funds from the corporate sector, and special events fundraising. (MES)

ED 459 772 IR 058 266

Cheunwattana, Aree; Meksawat, Pimol
Small Is Beautiful: The Library Train for Homeless Children.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Children; *Childrens Libraries; Foreign Countries; *Homeless People; *Library Development;

NOTE- 14p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Authority Control (Information); *Cataloging; Foreign Countries; International Programs; Library Associations; *Library Services; *National Libraries; Standards
IDENTIFIERS- Historical Background; Information Age; *Name Authority Files; *National Bibliographies; South Africa

This paper discusses authority control in the national bibliography of South Africa. The changes brought about by the shift from the Information Age to the Knowledge Age are summarized, and an overview of the National Library of South Africa is provided, including its history from 1818 to the present, as well as objectives and functions. Authority control in South Africa is analyzed with reference to content and context at the local, national, and international levels. The discussion of the local level covers: (1) an overview of obtaining information from authors and specific authority control activities performed by librarians; (2) principles, including the library catalog and authority control, uniqueness and standardization, and quality searching; (3) standards and guidelines; and (4) other verifying sources. At the national level, South African libraries and SABINET Online are described. At the international level, the paper covers IFLA (International Federation of Library Associations and Institutions) and its UBCIM (Universal Bibliographic Control and International MARC) program. The concept of access control as an alternative to authority control is also discussed. (Contains 31 references.) (MES)

ED 459 793 IR 058 288

Boxall, James
Geolibraries, the Global Spatial Data Infrastructure and Digital Earth: A Time for Map Librarians To Reflect upon the Moonshot.
PUB DATE- 01
NOTE- 17p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Electronic Libraries; *Geography; Global Approach; *Information Systems; Information Technology; Internet; *Library Role; *Library Services; *Maps
IDENTIFIERS- Digital Data; *Geographic Information Systems; Information Infrastructure; *Map Libraries

This paper discusses the concept of geolibraries and reviews related literature. Highlights include: the opportunity of geolibraries to elevate the work of both GI (Geographical Information) scientists and librarians; geolibraries' focus on digital information and metadata, as well as the distributed nature of the libraries and collections; the lack of a culture

Libraries" (Toby A. Lyles, Charmaine Henriques, and Lamara Williams-Hackett); (12) "From Theory to Practice: Out of Graduate School and into an Academic Library Residency Program" (Ethelene Whitmire); (13) "Keeping the Window Open" (CM Winters); (14) "Launching Librarians into an Academic Career: The Ohio State University Libraries Experience" (Courtney L. Young); (15) "Becoming the Institution: The Resident Experience" (Karen Beavers); (16) "Beginning a Career in Medical Librarianship: My Experience at the National Library of Medicine" (Cynthia Y. Burke); (17) "An Open Letter to Prospective Academic Library Interns" (Jon E. Cawthorne); (18) "The University of Delaware Library Residency Program: Two Former Residents' Perspectives" (Erin C. Daix and Sharon K. Epps); (19) "From Innovative to Controversial: The UCSB Library Fellowship" (Patrick Dawson and Nearea A. Llamas); and (20) "Way out West: My Experience in an Academic Residency Program for Ethnic Minority Librarians in Colorado" (Jan S. Squire). A directory of programs is appended. Includes an index. (Contains 43 references.) (MES)

ED 459 812 IR 058 348

Proceeding of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001).
PUB DATE- 01
NOTE- 578p.; For individual conference papers, see IR 058 349-386. Some abstracts and papers are copyrighted by the authors and are not available from ERIC. Some figures may not reproduce well. Also sponsored by ACM Special Interest Group on Information Retrieval and Special Interest Group on Hypertext, Hypermedia, and the Web; IEEE-CS Technical Committee on Digital Libraries; Coalition for Networked Information; Lucent Technologies; Sun Microsystems; Virginia Tech; and VTLS.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Archives; Computer Oriented Programs; Computer System Design; *Electronic Libraries; Information Services; *Information Technology; Internet; Library Collection Development; *Library Services; Online Systems; Technological Advancement

Papers in this Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (Roanoke, Virginia, June 24-28, 2001) discuss: automatic genre analysis; text categorization; automated name authority control; automatic event generation; linked active content; designing e-books for legal research; metadata harvesting; mapping the interoperability landscape for networked information retrieval; distributed resource discovery; enforcing interoperability with the open archives initiative (OAI) repository explorer; an OAI service provider for cross-archive searching; managing change on the Web; reputation of Web sites; personalized spiders; global digital library development; Web-based scholarship; multi-view intelligent editor for digital video libraries; digital libraries environments for scientific thinking; open virtual learning environment; automatic identification and organization of index terms; digital library collaborations; public use of digital community information systems; collaborative design with use case scenarios; automatic keyphrasing; legal deposit of digital publications; technology and values; digital strategy for the Library of Congress; multiple digital libraries; technical support workers; digital library recommendation services; digital libraries and data scholarship; metasearching; President's Information Technology

University Students" (Royce Ann Martin) indicates that year in school and grade point average were significant predictors of literacy scores on the Aviation Documents Delineator, while learning style and the student's program of study were not. "Memory Strategies for the Pilot" (Gary J. Northam) considers some concepts for understanding the processes involved when important tasks are forgotten and/or certain "actions-not-as-planned" are executed. Suggestions for the practical enhancements of memory are offered. "A Followup Survey of 1985-96 Graduates of the Aviation Management Program Bachelor of Science Degree at Southern Illinois University Carbondale" (Jose R. Ruiz et al.) reports, among other things, that 86 percent indicated the degree was an asset that aided them in achieving their occupational and/or life goals. "Collision Avoidance at Nontowered Airports" (Teresa Ann Sloan) provides a review of the regulations, advisories, and various articles on traffic patterns of non-towered airports. "Attracting Women to Aviation Careers: What Recent Studies Reveal" (Mary Ann Turney) presents a literature review relevant to the question of why the numbers of women choosing careers in aviation have not increased in the past two decades, and why even those who demonstrate an initial interest in the field eventually look for career satisfaction in other fields. Each paper contains references. (YLB)

ED 459 321   CE 082 572

Carney, Thomas Q., Ed.
Collegiate Aviation Review, 2001.
PUB DATE- 01
NOTE- 194p.; For the 2000 volume, see CE 082 571. Papers presented at the 2001 Fall Education Conference of the University Aviation Association. Sponsored by Mechtronix Systems, Inc., Gleim Publishing, Inc., American Eagle Airlines, Morris Publishing, Purdue University, and Daniel Webster College. Published annually. Associate editor was Jacqueline R. Luedtke.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Aerospace Technology; Aircraft Pilots; Airports; *Aviation Education; *Cognitive Style; Cooperative Education; *Decision Making; Distance Education; Educational Research; Females; *Flight Training; Higher Education; Models; *Motivation; Occupational Information; Participative Decision Making; Risk; Sex Differences; Simulation
IDENTIFIERS- *Air Rage; Airlines; Federal Aviation Administration; *Risk Assessment

This issue contains these 12 papers: "Exploring the Viability of an Organizational Readiness Assessment for Participatory Management Programs in a Passenger Airline Carrier" (Al Bellamy); "Teaching the Pilots of the New Millennium: Adult Cooperative Education in Aviation Education" (Joseph F. Clark, III); "The Transfer of Flight Training Procedures from an Advanced Airline Flight Simulator to the Classroom" (Richard O. Fanjoy, John P. Young); "The Impact of Ground Schools in a Collegiate Aviation Program on Federal Aviation Administration (FAA) Written Exam Scores" (Triant G. Flouris); "The Learning Styles of College Aviation Students" (Craig A. Kanske, L. Tom Brewster); "The Need for Airport Funding" (Robert W. Kaps et al.); "Retaining Women in Collegiate Aviation by Implementing Learning Style Considerations" (Merrill R. Karp et al.); "The of youth councils to bring together the major resource and delivery systems that have youth as a major "customer." These systems include the following sectors: education; public housing; Temporary Assistance for Needy Families agencies; WIA partners; the justice system; and the private sector. According to WIA, the primary function of youth councils is to advise local workforce investment boards (WIBs) on WIA-related youth issues. Local WIBs can also assume the roles of youth policymaker and system builder. Planning intelligently for a comprehensive system for at-risk youth requires having the following key pieces of information: numbers and characteristics of local youth; existing local programs and services for youth; the effectiveness of existing programs; gaps in services; ways of filling identified gaps; and employers' needs and expectations. The early experiences of the youth councils in the following cities provide guidance on establishing successful youth councils: Camden, New Jersey; Brockton, Massachusetts; and Philadelphia, Pennsylvania. (The following items are appended: information about the Levitan Center; four youth planning tools and a guide to their use; and a list of members of the Levitan Youth Policy Network. An annotated bibliography of 13 Levitan Center publications concludes the document.) (MN)

ED 459 337 CE 082 690

Sum, Andrew; Fogg, Neeta; Mangum, Garth
Confronting the Youth Demographic Challenge: The Labor Market Prospects of Out-of-School Young Adults. Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
PUB DATE- 00
NOTE- 280p.; With Neal Fogg and Sheila Palma.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Adolescents; Apprenticeships; At Risk Persons; Basic Skills; Disadvantaged Youth; *Education Work Relationship; Educational Needs; Educational Policy; Employment Opportunities; Employment Patterns; Employment Qualifications; Ethnic Groups; Family Work Relationship; Futures (of Society); Job Skills; Job Training; *Labor Force Development; Labor Market; Literacy Education; Minority Groups; Needs Assessment; Numeracy; *Out of School Youth; Policy Formation; Population Trends; Postsecondary Education; Poverty; Prisoners; *Public Policy; Salary Wage Differentials; Secondary Education; Social Influences; Trend Analysis; Work Experience; Work Experience Programs; Young Adults; *Youth Employment; Youth Problems; *Youth Programs
IDENTIFIERS- uth Employment; Youth Problems; *Youth Programs

The labor market prospects of out-of-school young adults and options for improving the employment and earnings potential of all young adults were examined. The following issues were among those considered: demographic and social factors affecting young adults' employment prospects; employment trends and labor market problems in the United States in 1989-1999; and trends in the real weekly earnings of employed young adults. The analysis revealed that, although most young adults have benefited from the improved labor market conditions of the 1990s, many out-of-school young adults, especially those with no postsecondary schooling, continue to encounter severe difficulties in obtaining access to career jobs. The following

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communications; Comparative Analysis; Educational Attainment; *Employed Women; *Employment Level; *Employment Patterns; Finance Occupations; Health Occupations; Hospital Personnel; Hospitality Occupations; *Individual Characteristics; Insurance Occupations; *Managerial Occupations; Part Time Employment; Private Sector; Professional Occupations; Public Administration; Real Estate; Repair; Retailing; *Salary Wage Differentials; Service Occupations; Sex Differences; Teachers; Trend Analysis
IDENTIFIERS- *Current Population Survey

The key characteristics, representation, and salaries of women in management versus those of their male counterparts were examined through an analysis of Current Population Survey data collected in March 1995 and 2000. The study focused on the following 10 industries: communications; public administration; business and repair services; entertainment and recreation services; other professional services; educational services; retail trade; finance, insurance, and real estate; hospitals and medical services; and professional medical services. According to the data collected in 2000, female managers in most of the 10 industries studied had less education, were younger, were more likely to work part-time, and were less likely to be married than their male counterparts. In 2000, the following five industries had no statistically significant difference between the percentage of management positions filled by women and the percentage of all industry positions filled by women: communications; public administration; business and repair services; entertainment and recreation services; and other professional services. The 1995 data on representation of female managers were similar to the 2000 data for all industries except entertainment and recreational services. Controlling for education, age, marital status, and race, full-time female managers in all 10 industries earned less than full-time male managers in both 1995 and 2000. (MN)

ED 459 354   CE 082 737

Miller, Cynthia; Knox, Virginia
The Challenge of Helping Low-Income Fathers Support Their Children: Final Lessons from Parents' Fair Share.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Kellogg Foundation, Battle Creek, MI.; Department of Agriculture, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.; Department of Labor, Washington, DC.; Smith Richardson Foundation, Inc., Greensboro, NC.; Ford Foundation, New York, NY.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; Grable Foundation, Pittsburgh, PA.; New York Times Co., NY.; Open Society Inst., New York, NY.; George Gund Foundation, Cleveland, OH.
PUB DATE- 01
NOTE- 56p.; Based on research conducted for the Parents' Fair Share Demonstration. Also supported by the Anheuser-Busch, Heinz Family, and Union Carbide Foundations.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arbitration; *Child Support; Comparative Analysis; Conflict Resolution; *Demonstration Programs; *Employment Services; *Fathers; Income; Individual Characteristics;

IDENTIFIERS- *Emancipatory Education; ERIC Digests; *Spiritual Development

Until very recently, with the exception of adult religious education, spirituality has been given little attention in mainstream academic adult education. This may be because spirituality is difficult to define and can be confused with religion. The subject of spirituality is currently a theme in workplace and human resource development literature. Most recent discussions in adult and higher education specifically focus on the role of spirituality in teaching and learning. Attending to spirituality in learning does not necessarily mean that one needs to discuss it directly in classes or learning activities, although there may be occasions for drawing it into course content. Given the connection between adult learning and adult development, discussions of spiritual development are relevant to concerns in adult education. Most developmental theorists who write about spiritual development connect it with other aspects of development. Most often cited is Fowler (1981) who developed a stage theory of faith development. Many writers draw on Fowler's work but focus on spiritual development at particular points in the life cycle. The role of spirituality in culturally relevant education and emancipatory education efforts is being addressed. Spirituality is one way people construct knowledge and meaning. It works in consort with the affective, the rational or cognitive, and the unconscious and symbolic domains. (Contains 36 references.) (YLB)

ED 459 371   CE 082 781

Wonacott, Michael E.
Technological Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Cooperative Planning; *Curriculum Development; Definitions; Education Work Relationship; Educational Needs; Educational Objectives; Educational Principles; Elementary Secondary Education; Guidelines; International Organizations; *National Standards; Partnerships in Education; Professional Associations; Professional Development; Program Development; School Business Relationship; Student Evaluation; Teacher Education; *Technological Literacy; *Technology Education
IDENTIFIERS- ERIC Digests; International Technology Education Association; Technology for All Americans Project

Technological literacy includes the following elements: (1) the ability to use technology; (2) knowledge about the details of individual technologies and the processes of technology development; (3) a holistic understanding of the historical and cultural context of technology and adaptability based on initiative and resourceful thinking; and (4) a set of four generalized competencies (accommodate and cope with rapid and continuous technological change; generate creative and innovative solutions for technological problems; act through technological knowledge both effectively and efficiently; and assess technology and its involvement with human life). The International Technology Education Association (ITEA) recently conducted a project called the Technology for All Americans

IDENTIFIERS- Community Based Programming

This monograph brings together information on school safety trends, policies, and projects from various countries around the world. It has been written for school principals, superintendents, administrators, boards of governors, school-parent bodies, and others in leadership positions who are concerned about school safety issues. It discusses the range of approaches that are being developed and adapted in different countries. The most successful approaches are those that see the school within their community. They focus not just on aggressive or violent incidents but also on health, use a range of policies and programs, and consider not only the roles and needs of individual pupils but also those of teachers, support staff, administrators, school operations, families, and the school community. They use a community-based approach to promoting school safety. Section 1 provides an introduction. Section 2 explores the scope of the school violence problem. Section 3 explores trends in approaches to school safety in Europe and beyond. Section 4 presents the critical elements of a comprehensive approach to school safety. Sections 5 and 6 present examples from practices around the world that show how safety is a community issue. An extensive list of resources is included. (Contains 49 references.) (JDM)

ED 459 395 CG 031 440

Hood, Albert B.; Johnson, Richard W.
Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Third Edition.
PUB DATE- 02
NOTE- 509p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aptitude Tests; Career Counseling; Case Studies; *Counseling; Counselor Role; *Evaluation; *Evaluation Methods; Intelligence Quotient; Measures (Individuals); Personality Measures; *Psychological Evaluation; Test Interpretation; Theory Practice Relationship

This book presents information about various psychological assessment procedures that are specifically relevant for practicing counselors. It deals with the use of assessment procedures in the counseling process and emphasizes the selection, interpretation, and communication of psychological test results. The importance of integrating test results with other information about the client is also stressed. It is assumed that the reader possesses basic knowledge of statistics often required in the evaluation and use of psychological tests. Case studies are presented throughout the book. Section 1 presents basic concepts of psychological assessment. Section 2 covers cognitive assessment and the various tests that assess intelligence, academic aptitude, and academic achievement. Section 3 deals with assessment procedures used by counselors to assist clients in making decisions about careers and life plans. In Section 4, personality assessment is considered, including the use of personality inventories. Section 5 concerns professional practices and considerations. Appendixes include: (1) Excerpts from the "Code of Ethics and Standards of Practice" 1995), the Responsibilities of Users of Standardized Tests, and the Standards for Educational and Psychological Testing; and (2) names/acronyms of commonly used tests and economic stability of the state. (Contains 6 tables and 12 references.) (JDM)

ED 459 417 CG 031 478

Yeung, Nancy Tsui Yee; Yeung, Alexander Seeshing
Does School Motivation Change over Secondary School Years?
PUB DATE- 01
NOTE- 15p.; Paper presented at the Australian Association for Research in Education International Education Research Conference (Fremantle, Western Australia, Australia, December 2-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Attitude Measures; Competition; Educational Research; Foreign Countries; *Grade 11; *Grade 7; *Grade 9; Secondary Education; Secondary School Students; Secondary Schools; *Student Motivation; Student Surveys
IDENTIFIERS- *Hong Kong

A total of 199 students from a school in Hong Kong responded to 25 items in a survey. Principal components analysis found four school motivation factors consistent with the Task, Effort, Competition and Praise scales of the McInerney, et al. (1997) Inventory of School Motivation, one education aspiration factor and one career aspiration factor. The correlations indicated significant relations between the motivation factors and the aspiration factors. A path model applying a structural equation modeling approach found that Task, Effort, and Competition orientations had relatively stronger impacts on education aspirations whereas Task and Praise had stronger impacts on career aspirations. Analysis of variance found that grade 7 students had relatively stronger impacts on education aspirations whereas Task and Praise had stronger impacts on career aspirations. Analysis of variance found that grade 7 students had significantly higher Task, Effort, and Praise scores and higher career aspirations than students from grades 9 and 11. The drastic drop from grade 7 of motivation scores--especially Task and Effort, both pertaining to a mastery orientation dimension that had been assumed to be a major driving force for excellence--calls for urgent attention to student motivation in junior secondary classes. (Contains 2 tables, 1 figure, and 18 references.) (Author/JDM)

ED 459 418 CS 014 455

Ohanian, Susan
Books Day by Day: Anniversaries, Anecdotes, and Activities.
PUB DATE- 01
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; Class Activities; Elementary Secondary Education; *Fiction; Higher Education; Learning Activities; *Literature Appreciation; *Nonfiction; *Reading Material Selection; *Reading Motivation
IDENTIFIERS- Trade Books

Generally speaking, a portfolio is a systematic collection of a variety of student projects or artifacts, collected over time, that reflect a student's developmental progress made in one or more areas. For the class, "Portfolio Development in Reading and Language Arts Courses" (EDUC 508 at Saint Joseph College), the portfolio will demonstrate the student's progress, effort, and achievement with respect to the course objectives and includes evidence of self reflection. Due to the "constructivist" nature of the class, this assignment is to be developed collaboratively by the class. This paper considers some aspects of portfolio development, with topics such as: "What To Include in a Portfolio?"; "Class Assignments/Projects/Activities"; "Considering an Electronic Portfolio"; "How Big Should the Portfolio Be?"; and "Constructing the Portfolio." The paper concludes with a detailed portfolio evaluation rubric. (Contains 19 references.) (NKA)

ED 459 438   CS 014 576

Chatel, Regina G., Ed.; Talty, Paula, Ed.
Parent Empowerment To Build Children's Literacy Skills.
PUB DATE- 01
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Early Childhood Education; *Emergent Literacy; Experiential Learning; Parent Child Relationship; *Parent Empowerment; *Parent Participation; Parent Workshops; Reading Aloud to Others

This workshop seeks to enable parents to analyze their listening, speaking, reading, and writing skills so they can serve as models for their children. It also seeks to support the ongoing, natural process of their children's emerging literacy through thoughtful reading, writing, speaking, and listening home activities. Some key concepts--language learning and usage, reading at home, and writing at home--are defined before the workshop begins, and materials, procedures, and evaluation are discussed. The workshop is organized in two broad parts: Part I consists of (1) Overview; (2) Session I and II Outcomes Transparency; (3) Session I and II Key Concepts; (4) Session I Key Concepts Transparency; (5) Session II Key Concepts Transparency; (6) How and Why Children Use Language Skills--Parent Handout; (7) How and Why Children Use Language Skills--Facilitator Directions; (8) Stages of Emerging Literacy; (9) Reading with Young Children Quiz--Facilitator Directions; (10) Reading with Young Children Quiz--Parent Handout; (11) Sharing a Children's Book--Facilitator Directions; (12) PEER--Explanation and Model, Open-Ended Questions for Reading Aloud; (13) Supporting Independent Writing; and (14) Workshop Evaluation. Part II consists of Additional Parent Resources--Reading with Young Children: It's Never Too Early; Developing Awareness of Printed Language; Practicing Reflective Reading; Developing Phonological Awareness: Play with Language; Learning the Alphabet and Letter Sounds; Playing with Letters and Words; Rereading Familiar Books; Developing Accuracy and Fluency; Reading Writing Connection: Supporting Independent Writing; Letter Formation and Holding a Pencil; Developmental Stages of Spelling; Writing in Kindergarten; and 100 Picture Books Everyone Should Know. (Contains 18 references.) (NKA)

ED 459 439   CS 014 577

different styles themselves, as they learn the special advantages of combining the best features of native and borrowed words. The final section, "Word Study and Cultural Values," makes students aware of the cultural values of the words they encounter. In an activity based on "Bartlett's Quotations" they explore certain key cultural concepts such as courage, patriotism, and non-violence. Contains 21 figures that can be duplicated as handouts, along with additional teaching suggestions and samples of student work. (Contains 41 references.) (NKA)

ED 459 457 CS 217 757

Harwayne, Shelley
Writing through Childhood: Rethinking Process and Product.
PUB DATE- 01
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diversity (Student); Elementary Education; Student Writing Models; Teacher Role; *Writing Instruction; *Writing Processes; *Writing Workshops

This book dares educators to rethink their beliefs about how they design writing workshops, use writer's notebooks, choose appropriate genres, teach spelling, help students connect their reading to their writing, and even edit and publish students' writing. Filled with stories and work samples of real children in a diverse urban setting, the book can inspire conversations in which educators ask essential questions about their own practice. The book, the third in a trilogy, provides a close-up look at the subject that has always meant the most to its author--designing, teaching, and supervising elementary writing. It is divided into the following chapters: (1) Meet Some Childhood Writers; (2) Designing Writing Workshops with Children in Mind; (3) Revising Our Use of the Writer's Notebook; (4) Responding to Student Writing; (5) Reading To Inform Your Writing; (6) Working with Our Youngest Writers; (7) Spelling: An Essential Ingredient in the Early-Childhood Writing Workshop; (8) The Writing Workshop: A Place To Experiment, Improvise, and Invent; (9) Focusing on Particular Genres: Poetry; and (10) Editing, Publishing, and Other Ways To Make Parents Smile. (Contains approximately 250 references. Appendixes contain worksheets, a student's writing folder, and checklists.) (NKA)

ED 459 458 CS 217 759

Abdullah, Mardziah Hayati
Self-Directed Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC/REC Digest number D169.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Benefits; Elementary Secondary Education; *Independent Study; *Learner Controlled Instruction; Student Role; Teacher Role

Improvement

The purpose of this study was to see if cross-age tutoring by high schoolers would have an effect on the students' understanding and ability to write a short story. High schoolers, in an elective creative writing course, were paired up with sixth graders from a local feeder elementary. The high schoolers spent time studying specific short story elements and then commenting on drafts of the sixth graders' stories. The results of this study showed an average increase in students' scores of 15% on a test of basic short story elements. This indicated that the students had an increased understanding of the elements covered in the tutoring experience. Also, through the evaluation of the high schooler's own stories, the students demonstrated an ability to use the skills they had learned in their own writing. Thus, this cross-age tutoring experience that focused on story writing skills was an effective method for teaching specific short story elements to high school students. Contains 13 references, and 10 tables and 4 figures of data. Appendixes contain an open-ended survey; a test of short story elements, two short stories; guidelines for individual short stories; advice on introducing tutoring partners; biography sheets; and a short story planning guide. (Author/RS)

ED 459 478   CS 510 589

Graham, Peg, Ed.; Hudson-Ross, Sally, Ed.; Adkins, Chandra, Ed.; McWhorter, Patti, Ed.; Stewart, Jennifer McDuffie, Ed.
Teacher/Mentor: A Dialogue for Collaborative Learning. The Practitioner Inquiry Series.
PUB DATE- 99
NOTE- 208p.; Foreword by Carl D. Glickman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Teacher Induction; Case Studies; *Classroom Techniques; College School Cooperation; *Cooperative Learning; English Instruction; *Language Arts; *Mentors; *Public Schools; Secondary Education; Student Teaching; Teacher Education; Theory Practice Relationship
IDENTIFIERS- Collaborative Inquiry; Teaching Research

Using the subjects of language arts and English in the secondary school setting, this collection of essays should inspire the development and refinement of teacher education at all levels and in all subject areas. The essays are written in the voices of public school teachers and grounded in everyday theory and practice of faculty in public schools and a research university. Following a Foreword (Carl D. Glickman), essays in the collections are: (1) "Building Nets: Evolution of a Collaborative Inquiry Community within a High School English Teacher Education Program" (Peg Graham; Sally Hudson-Ross; Patti McWhorter); (2) "Maybe Not Everything, but a Whole Lot You Always Wanted To Know about Mentoring" (Beth Tatum and Patti McWhorter and others); (3) "The Dialogue Journal" (Jerelyn Wallace); (4) "Giving up My Kids: Two Mentor Teachers' Stories" (Ellen Cowne and Susan Little); (5) "Growing from a Teacher Candidate Challenge: A Teacher Researcher Stance in Response to Tension" (Chandra Adkins); (6) "Teacher Candidate Research on Literacy in High School Classrooms" (Peg Graham and Sally Hudson-Ross); (7) "Case Studies of Ourselves and Student Writers" (Heather Ivester; Jennifer Dail; Jenny Hart White; Katherine Hatcher; Cheryl Protin Hancock); (8) "Small Group Book Sharing in Secondary Schools: A Teacher Candidate Research

"The Scope and Nature of Newspaper in Education Programs: A National Survey" (Patrick C. Meirick and Daniel J. Sullivan). (RS)

ED 459 497 CS 510 715

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Communication Technology and Policy Division.
PUB DATE- 01
NOTE- 187p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Processes; Content Analysis; Higher Education; Hypermedia; Internet; *Journalism Education; Legal Problems; *Mass Media Use; News Media; *Organizational Communication; Use Studies
IDENTIFIERS- Dialogic Communication; Electronic Commerce; Electronic Newspapers; Media Government Relationship

The Communication Technology and Policy section of the proceedings contains the following 6 selected papers: "Interactivity as a Cognitive Process" (Mark Tremayne and Sharon Dunwoody); "Breaking Up News--An Investment in the Future? Correlations among Hypertext Comfort, User Satisfaction and Perceived Credibility" (Stephanie Berger); "Cybernewsers, Deserters and Includers: An Analysis of Internet News Users and the Effect on Traditional News Media Use" (Mike Conway); "The Pros and Cons of Using a Media Web Site To Publish Subpoenaed Information" (Anthony L. Fargo); "Investigating Dialogic Communication: A Content Analysis of Top Chinese Corporate Web Pages" (Shu Peng); and "Predicting Online Shopping Behavior" (Michael G. Elasmar, Kumiko Aoki, and Kathryn Bennett). (RS)

ED 459 498 CS 510 716

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Magazine Division.
PUB DATE- 01
NOTE- 92p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Content Analysis; Foreign Countries; Higher Education; Ideology; *Journalism Education; *Periodicals; *Racial Distribution; *Unions
IDENTIFIERS- Fashion Magazines; Literary Journalism; *Media Coverage; Netherlands; New Yorker; North American Free Trade Agreement

The Magazine section of the proceedings contains the following 4 selected papers: "Racial Cover-Up, 1996-2000: Who Is the Face on Today's Fashion Magazine?" (Lindsey Kressin); "Reporter at Large: Morris Markey's Literary Journalism in 'The New Yorker'" (Les Sillars); "Art, Ideology and Americanisation in Post-War Dutch Journalism" (Hans Renders); and "Union Magazines' Coverage of the NAFTA Controversy before Congressional Approval" (Eric Freedman). (RS)

ED 459 499 CS 510 717

also provides an overview of the key work of improving student achievement. This work focuses on eight key actions: vision, standards, assessment, accountability, resource alignment, climate, collaboration, and continuous improvement. Each key action is explored in its own chapter. Each chapter includes a definition and explanation of the key action itself as an element of the key work, a self-assessment tool for gauging one's own initial understanding and the current level of readiness of the board in that element of key work, a list of questions the board should ask itself, an outline differentiating roles and responsibilities of board members and the superintendent, a series of considerations to be taken into account when formulating a plan for action, an annotated list of references, including Internet links, and a case study that illustrates what effective school boards can do to accomplish the key action. The book concludes with a short bibliography, notes about the authors, and a statement of acknowledgements. (RT)

ED 459 520 EA 031 470

Improving School Board Decision-Making: The Data Connection.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 90p.; Published by the National School Boards Foundation, an affiliate of the National School Boards Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Administrators; *Board Administrator Relationship; *Boards of Education; *Data Analysis; Data Collection; Data Interpretation; *Decision Making; Educational Improvement; Elementary Secondary Education; *Superintendents

This book is an easy-to-use guide for school boards in how to use data intelligently when evaluating student achievement, educational improvement, and school accountability. Its purpose is to encourage school boards to use data as a basis for their decision-making instead of speculation, perception, or limited observation. Board members can learn why using data is significant, what the different types of data are and how to interpret them, and how to involve and educate parents and community members in their governing efforts. Differences in how the superintendent and board members use data are presented in an easy-to-understand format. Each chapter concludes with a quiz to test understanding of the material and a hypothetical case study that examines how a typical school board might work with data to help resolve the complex and potentially controversial issue of a proposed change in start times for high school students. Questions are presented to stimulate thinking about the situation. The book concludes with a glossary of data-related terms, a bibliography, a list of Web sites, a list of outcomes from the January 2001 meeting of the National School Boards Foundation (NSBF), and NSBF contact information. (Contains 20 references.) (RT)

ED 459 521 EA 031 471

Caplan, Judith
Strengthening the Connection between School and Home. Essentials

Relations; School Community Relationship; Success; Workshops; Youth Opportunities; *Youth Programs

This manual is designed to assist facilitators working with members of a school community in forming or strengthening partnerships that will promote greater success for their youth. Participants can identify characteristics that are most important for youth to be successful in their community, consider ways to determine that students are developing these characteristics, identify resources and assets in the community that will help youth develop them, and plan and implement a project to promote these characteristics. Five presentation topics include: (1) "Introduction," getting acquainted, creating community networks, and introducing key points; (2) "Defining Youth Success," answering the questions "How do we define youth success?" and "What aspects of youth success are critical for us?" (3) "Measuring Youth Success," exploring ways to measure youth success; (4) "Mapping Community Assets That Support Youth Success," identifying strengths and assets within the community; and (5) "Planning the Project for Youth Success," answering the questions "What project shall we undertake to promote youth success?" and "How can we engage the community and measure the results of this project?" Students should be actively involved in the workshop in addition to adults. Scripts and overheads are included for each topic. (RT)

ED 459 541 EA 031 494

Hadderman, Margaret, Comp.
School Finance. Trends and Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.; Web document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Cost Effectiveness; Educational Equity (Finance); *Educational Finance; Educational Technology; Efficiency; Elementary Secondary Education; *Equal Education; Finance Reform; Fund Raising; Outcomes of Education; Public Schools; Public Support; School Maintenance; School Support; School Taxes; Special Education; State Aid; Teacher Salaries
IDENTIFIERS- *Educational Adequacy

During the past several years, policymakers and practitioners have concentrated their energies on resolving equity/adequacy issues, reforming school tax structures, improving schools' efficiency and cost-effectiveness, developing school-based accountability, and exploring alternative cost-cutting and fundraising strategies. Total expenditures for public elementary and secondary education approached $336 billion for 2000-01, making education the largest single spending category in all the states. In late February 2001, 31 states reported revenues as being on target, but because of recession 11 states were instituting budget cuts. Trends in funding show slight increases in state support and slight decreases in local and intermediate support as states assume greater financial responsibility. Schools are spending an increasing proportion of their instructional budgets on special education. Although funding for educational technology increased with regard to hardware, technological support seems to be largely ignored. Districts are spending less money on facility maintenance and repair, and teachers' salaries are not keeping up with to help support schools that are serving both children who are disadvantaged and children with disabilities. The Improving America's Schools Act offers multiple opportunities for educators to coordinate resources and activities in ways that reduce the duplication of effort and the fragmentation of services that sometimes occurs in schools with multiple programs. This booklet presents models intended to assist schools and school districts as they work to maximize the impact of federal education programs on the academic achievement of all students. The booklet also addresses the needs and importance of standards and linking these standards to instruction. Finally, it addresses how to incorporate assessment of both Title I and IDEA programs and how to align alternate assessments with the general education curriculum. Appendices include compliance requirements that apply to more than one Department of Education program and a description of responsibilities during audits of federal programs. (Contains 11 references.) (CR)

ED 459 561 EC 308 749

Caruso, Brian, Ed.
Who's Eligible for Section 504? A Quick-Reference Guide for Proper Placement.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Compliance (Legal); *Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Federal Regulation; Injuries; Physical Disabilities; *School Responsibility; Student Rights
IDENTIFIERS- *Academic Accommodation Plans; *Rehabilitation Act 1973 (Section 504)

This booklet is designed to provide educators with information on how schools can interpret requirements of Section 504 of the Rehabilitation Act of 1973 and understand what their obligations are in areas such as eligibility for students with attention deficit/hyperactivity disorder, the child find requirements, temporary physical disabilities, and how to avoid over identifying students for services. Chapter 1 describes the process for determining Section 504 eligibility, definitions for "physical or mental impairment" and "major life activities," and warning signs for evaluation. The following chapter provides eligibility examples and discusses how to determine if an impairment substantially limits one or more major life activities. Chapter 3 focuses on the differences between the legal requirements of Section 504 and the Individuals with Disabilities Education Act and requirements for a Section 504 hearing. Chapters 4 and 5 address the eligibility under Section 504 of students with attention deficit/hyperactivity disorder and Section 504 child find requirements. Chapter 6 discusses the obligation of school districts to recognize all of the student's needs. Chapters 7 and 8 describe the eligibility of students with physical impairments and temporary disabilities under Section 504. The final chapter summarizes findings in relevant legal cases. (CR)

ED 459 562 EC 308 750

designed to help state policymakers develop appropriate rules for covering community-based services for this population. Following a brief introduction, the first brief offers a general discussion of issues involved in funding child mental health services through Medicaid, such as Medicaid reimbursement as part of overall state mental health policy. Each of the six numbered issue briefs lists the goals and purposes of a service, describes research to support its effectiveness and provides a composite definition of the activities covered, drawn from one or more state definitions as approved by the federal government. Also given is information on state definitions of qualified providers, lengths of treatment, prior approval and other factors. The six briefs address the following issues: (1) behavioral/therapeutic aids; (2) intensive in-home services; (3) child respite care; (4) after-school programs; (5) summer camps; and (6) therapeutic nurseries and preschools. (DB)

ED 459 580 EC 308 768

Ostrosky, Michaelene M.
CASEI Project (Consultation and Administration Specialists in Early Intervention) Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Family Programs; *Inservice Teacher Education; Interdisciplinary Approach; Nontraditional Education; Personnel; *Professional Education; *Rural Education; *Special Education Teachers; Specialists; Teaching Models

This final report describes the activities and accomplishments of the Consultation and Administration Specialists in Early Intervention Project (CASEI). This federally funded project was developed to provide cross-disciplinary preservice training for early intervention (EI) specialists in Illinois. Students were recruited from a broad range of disciplines involved in early intervention. Additionally, the project recruited and was specifically designed to meet the training needs of personnel currently employed in rural early intervention settings. Training was provided within a format that allowed students to maintain their employment, including a combination of summer and weekend coursework, and two internships. Both the coursework and the internships reflected a family-centered, collaborative, and interdisciplinary team perspective. Response from CASEI students indicates that they believe the quality of the personnel preparation project offers a model for personnel preparation that can address the shortage of highly skilled early interventionists who work with children with disabilities and their families in rural areas. The report contains information describing the completion of the project's goals and objectives. The appendices provide documentation of CASEI course requirements, examples of course ratings and student feedback, student demographics, and examples of surveys and other artifacts developed during the course of the project. (SG)

ED 459 581 EC 308 769

Edelman, Larry

of that approach, which culminated in the language as a right movement, which gained considerable ground in the later 1970s and through the 1980s. By the 1990s, the language a resource school began to gain influence. Regarding multilingualism as a resource involves construing the diversity of languages within the community as a public as well as an individual benefit and fashioning public policies accordingly. All of Australia's languages are reviewed, including a review of the role of Japanese language studies in Australian education and Japanese studies. Cultures, general knowledge, and intercultural language teaching are also discussed. (Contains 18 references.) (KFT)

ED 459 603 FL 026 986

Jacobson, Steven A.
A Practical Grammar of the St. Lawrence Island/Siberian Yupik Eskimo Language. Second Edition.
PUB DATE- 01
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Eskimo Aleut Languages; *Eskimos; Foreign Countries; Grammar; Second Language Instruction; Second Language Learning; Syntax; Uncommonly Taught Languages; Vocabulary; *Yupik
IDENTIFIERS- Alaska; Russia

This book deals with the Central Siberian Yupik Eskimo language as spoken on St. Lawrence Island, Alaska, an island near the Bering Strait and on the tip of the Asian mainland opposite Russia. This book has been used with college-level classes composed of a mixture of Yupik speakers and well-prepared non-speakers (people who have studied other, related Eskimo languages). The focus of this book is on grammar and vocabulary, not on speaking. The book is divided into 18 chapters, each dealing with a particular aspect of Yupik grammar and vocabulary. Following these chapters, is a collection of annotated, traditional Yupik stories, written in Yupik. There are also four appendices: "Noun Case and Verb Mood Endings"; "Inflection of Demonstratives"; "Personal Pronouns"; and "Summary of Ways Base-Final 'te' is Affected by Suffixes." In addition to a subject index and a bibliography, there is a "Yupik-English Vocabulary" for bases and postbases and enclitics, and a English to Yupik vocabulary. (Contains 66 references.) (KFT)

ED 459 604 FL 026 987

Greenfield, Roseanne
A Collaborative E-Mail Exchange for Teaching English as a Second Language to Intermediate Level ESL Students: A Case Study in a Hong Kong Secondary School.
PUB DATE- 01
NOTE- 256p.; Ph.D. Dissertation, University of Leicester.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); *Computer Uses in Education; Cooperative Learning; *Electronic Mail; *English (Second Language); Foreign Countries; High School Students; High Schools; *International Educational

language development. Eight chapters discuss the following: (1) "Introduction" (e.g., pidgins, creoles, and koines); (2) "The Founder Principle in the Development of Creoles"; (3) "The Development of American Englishes: Factoring Contact in and the Social Bias Out" (e.g., the development of African American English and white English vernaculars); (4) "The Legitimate and Illegitimate Offspring of English" (e.g., mutual intelligibility); (5) "What Research on the Development of Creoles Can Contribute to Genetic Linguistics" (e.g., creolization as a social process); (6) "Language Contact, Evolution, and Death: How Ecology Rolls the Dice"; (7) "Past and Recent Population Movements in Africa: Their Impact on its Linguistic Landscape" (e.g., the linguistic impact of European colonization); and (8) "Conclusion: The Big Picture." (Contains approximately 400 references.) (SM)

ED 459 625   FL 027 113

Upton, John, Ed.
MinneTESOL/WITESOL Journal, 2000-2001.
PUB DATE- 01
NOTE- 155p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; Bilingual Education; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Heterogeneous Grouping; Immigrants; Limited English Speaking; Literacy Education; Literature; Metaphors; Multicultural Education; Reading Instruction; *Second Language Instruction; Standardized Tests; State Standards; Student Evaluation; Writing Instruction
IDENTIFIERS- Minnesota; Wisconsin

These two journal issues present articles on the following: "Understanding and Teaching American Cultural Thought through English Metaphors" (Carl Zhonggang Gao); "An Alternative Model for Novice-Level Elementary ESL Education" (Karen Duke, Ann Mabbott); "Wisconsin's Approach to Academic Assessment for Limited-English Proficient Students (LEP): Creating a Continuum of Assessment Options" (Tim Boals); "More Than the Usual Heterogeneity in the ESL Writing Class" (Mark Balhorn"; "La Club de Lectura: An Oasis for Struggling Readers in Bilingual Classrooms" (Kathryn Henn-Reinke); "The Multicultural Classroom: Immigrants Reading the Literature of the American Immigrant Experience" (Molly Collins); "A Look at ESL Instruction for Literacy-Level Adults" (Patsy Vinogradov); and "Issues Related to ESL Students and Minnesota's Basic Standards Tests: A Synthesis of Research from Minnesota Assessment Project" (Michael E. Anderson, Bonnie Swierzbin, Kristin K. Liu, and Martha L. Thurlow). The journals also include reviews of several books: "Bilingual Education: Teachers' Narratives" (Nancy Lemberger); "The Internet Activity Workbook" (Dave Sperling); and "New Immigrants in the United States" (Sandra Lee McKay and Sau-Ling Cynthia Wong). Finally, the journals contain poems: "The Great Escape" (Don Hones); "ImAgInArY WoRlD" (Hawa Farah); and "A Bird Flying up the Sky" (Hawa Farah). (SM)

ED 459 626   FL 027 114

Kuntz, Patricia S.; Michaels, Judith M.
In Search of Professional Development: North American Immersion Programs for Teachers of French.
PUB DATE- 01

involving faculty, building relationships, and networking. Some recommendations are also made for external funders. (Contains 12 references.) (SLD)

ED 459 649 HE 034 538

Larson, R. Sam; Wilson, Mark I.
Building Bridges Initiative Cluster Evaluation: Survey of Nonprofit Management Students.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Graduate Students; Higher Education; *Management Development; *Nonprofit Organizations; Questionnaires; *Student Attitudes

This study investigated the student perspective on nonprofit management education. Students in six nonprofit management graduate and certificate programs affiliated with the Building Bridges Initiative were surveyed, and 256 responses were received (50% response rate). This group of students was distinguished by the fact that most were employed full-time, employed in the nonprofit sector. Also, 71% were seeking a program within a 1-hour drive. The race and ethnicity of these students (80% white/Caucasian, 16% students of color) closely matched the employment composition of the nonprofit sector. Students were continuing their education mostly for personal development and skill acquisition than for increased income. About 50% received some type of financial support from their employer and 44% received time off for educational purposes. Course topics that focus on internal operations unique to the nonprofit sector were viewed as being the most important for managing and leading nonprofit organizations. Most students were satisfied with their educational programs, although students did note room for improvement, especially in the development and strengthening of linkages with the nonprofit sector. (Contains 5 tables and 12 references.) (SLD)

ED 459 650 HE 034 539

Engineering Writing and Professional Communications Centers. Proceedings of a Workshop at the University of South Carolina, Department of Electrical and Computer Engineering (Columbia, South Carolina, June 23-25, 1997).
PUB DATE- 97
NOTE- 115p.; Cover page varies. Funded by the Gateway Coalition of Engineering Colleges which became the Gateway Engineering Education Coalition.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Engineering; Higher Education; Research and Development; *Teaching Methods; *Technical Writing; Workshops
IDENTIFIERS- *Professional Communication

This proceedings presents the papers from a workshop on engineering writing and professional communications. The purpose of the workshop was to share resources and ideas for improving the teaching of professional communications within engineering colleges. The papers are: (1) "Engineering the Written Word" (keynote address) (Craig A. Rogers); (2) "Instructional Inquiry in the Workshop on Writing Centers in Engineering (a system for collaborating)" (Nancy Thompson); (3) "Collaboration between Engineering Faculty and an English year colleges and "flagship" state universities received this classification. Data were from 1998, the most recent year for which the most complete data were available. Public two-year community or technical colleges are consistently the most affordable institutions in every state for all four groups of students (traditional college age, dependent low-income, dependent median-income, and nontraditional adult). Private four-year colleges were the least frequently affordable, and 28 states have no private four-year colleges that are affordable to low-income students. Twenty-one states have no such colleges for median-income students. Thirteen states had no private two-year colleges included in this study. In most states, a limited range of affordable options exists for low-income undergraduates whether they are dependent or independent. Overall, borrowing is more frequently required to achieve affordability for low-income students than for median-income students. Three appendixes discuss institutions included in the study, review student income definitions, and estimate expected student aid. Individual state summaries are attached. (SLD)

ED 459 671 HE 034 576

Hassan, Badran A.
The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students.
PUB DATE- 01
NOTE- 37p.; Study conducted at Mansoura University, College of Education, Pamietta, Egypt.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anxiety; *College Students; *English (Second Language); Foreign Countries; Higher Education; *Self Esteem; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Egypt

The purpose of this study was to determine if both "writing apprehension" and "self-esteem" of English as a Foreign Language (EFL) university students are related to the quality and quantity of their writing. Instruments developed for the study included an English Writing Apprehension Questionnaire, a Foreign Language Self-Esteem Scale, and a 40-minute writing task. Statistical analyses included Pearson product moment correlations, a series of t-tests, and two-way analyses of variance. Participants were 132 third-year students enrolled in the English Department, College of Education, Mansoura University (Egypt). The writing apprehension of the EFL university students negatively correlated with their self-esteem. Low apprehension students wrote better quality compositions than their high apprehension counterparts. In other words, writing apprehension negatively influenced the quality of students' composition writing. Low apprehension students had higher self-esteem than high apprehension students, and low self-esteem students were more apprehensive in their writing than their high self-esteem counterparts. These findings have been supported in the literature. It is suggested that writing skills improvement courses be taught to university students in nontraditional ways. To lower anxiety levels among students, it is also suggested that teacher evaluation be reduced and replaced with peer or self-evaluation whenever possible. An appendix contains the English writing apprehension questionnaire. (Contains 11 tables, 1 figure, and 40 references.) (SLD)

Thomas, William R.
Electronic Delivery of High School Courses: Status, Trends and Issues.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; *Educational Technology; High Schools; Internet; Nontraditional Education; Teaching Methods; Trend Analysis; *World Wide Web
IDENTIFIERS- *Southern Regional Education Board

All 16 Southern Regional Education Board (SREB) states have high school students receiving courses electronically, according to a recent SREB survey of state departments of education. Courses are delivered electronically to high school students in the SREB region primarily through three methods: satellite, compressed video, and the Web. Although only a small number of high school students now take Web-based courses, the Web shows great promise for instructional use and the number of students is increasing. The SREB Educational Technology Cooperative is working closely with SREB states to determine how states can share resources to provide Web-based courses for high school students. These efforts are designed to: coordinate and assist states in this new, rapidly evolving method of delivering instruction; meet students' academic needs through Web-based courses, especially in core academic subjects; minimize policy-related, instructional, financial and managerial barriers to student access to quality academic courses; and help districts and schools within a state avoid the initial costs and time associated with developing Web-based courses by enabling them immediately to offer online courses that are already available to students. As Web-based technology matures in the next several years, policy-makers and decision-makers will need to focus on several key areas: policy, regulation and legal issues related to developing, offering and receiving courses delivered over the Web; financial issues surrounding this new method of delivering instruction; and management issues at the school level. (AEF)

ED 459 690 IR 021 049

Thomas, William R.
Educational Technology: Are School Administrators Ready for It?
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; *Administrator Role; Computer Literacy; *Educational Administration; *Educational Technology; Elementary Secondary Education; *Principals; School Surveys; *Superintendents; Training
IDENTIFIERS- *Southern Regional Education Board

The Southern Regional Education Board (SREB) conducted two surveys to determine what superintendents and principals have available in training, information and technical support, and networks to give them the skills and knowledge they need to lead schools in keeping up with rapidly changing technology. The first survey focused on the amount and types of technology

Global Approach; *Information Management; *Information Scientists; *Information Technology; *Job Skills; Problems
IDENTIFIERS- Africa; Digital Information Services

Given the global computerization environment, this paper aspires for the kind of information manager in Africa that is versatile globally, deals with all sorts of technical and resource management issues, and relates at all levels of interaction. The emphasis is on the information professional and manager with a vision of good leadership and excellent communication, presentation, and interpersonal skills to steer Africa into the present and future era of computerization through guidance, advice, and mentoring. The paper advocates for information managers that are champions of change in their respective organizations, leaving them self-perpetuating into the future of digital information. These are professionals that have the visual knowledge and understanding of the challenges Africa is faced with in striving to embrace the concept of digital information. It is noted that the magnitude of the present African economic, social, and political crises leaves it lagging behind in the information and communication age. Described in the same light is the fact that Africa is content with lack of basic skills, as well as supervisory and management capabilities with training seen as wanting, irrelevant, and obsolete. Attention is paid to upgrading skills in the labor force in both technical and behavioral skills, thus calling for human resource development to meet the challenges of digital information. (MES)

ED 459 708 IR 058 202

Aikin, Jane
"Referred to the Librarian, with Power To Act": Herbert Putnam and the Boston Public Library.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Librarians; *Library Development; *Library Directors; Library Services; *Public Libraries
IDENTIFIERS- Boston Public Library MA

Herbert Putnam was Librarian of the Boston Public Library between February 1895 and April 1899, the first experienced librarian to hold that post since Charles Coffin Jewett (1855-68). This paper reviews the circumstances surrounding his appointment and discusses his accomplishments, including expansion of the library system, services for scholars, services to the schools, the addition of new departments, and a new staff classification and promotion system. The physical problems of the library's new building and the resulting renovation are also addressed. (Contains 32 endnotes.) (Author/MES)

ED 459 709 IR 058 203

Kuhl, Nancy
Women's Healthcare, Censorship, and the Library: Problems, Issues, Questions.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in

Kaima, Sam

Local Needs--Global Help: Soliciting Funds for a Library in an Isolated Community in Papua New Guinea.

PUB DATE- 01

NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; Case Studies; Elementary Secondary Education; Foreign Countries; *Library Networks; *Library Planning; *Library Role; *Library Services; *School Libraries

IDENTIFIERS- Papua New Guinea

Rural communities in Papua New Guinea (PNG) have been having problems accessing much needed information, while traditional bodies of knowledge are slowly disappearing as the old generation passes on. This paper argues that the school library is a possible agent to spread information. In addition to providing information to school children and teachers, schools can also be a medium to spread information to rural communities. However, schools without a library are a problem in PNG and will continue to be so unless initiatives are taken to allow for expansion of this service to community and high schools in the country. Learning occurs not only in classrooms, but also as students are encouraged to read and expand their knowledge. Within the Wantoat district in PNG there are 13 community schools, and the plan is to have a network of library service to all community schools in the district in the future. The Leron-Wantoat case study discussed in this paper outlines plans for a school library network in the district. The paper discusses what has been done at the planning stages. A further review will be needed after the project has been implemented and results of actions observed during the operations of the library network. It is also meant as an advisory paper for those who may be interested in doing similar projects for their own areas. (Author/MES)

ED 459 730 IR 058 224

Kurutz, Gary F.

News from El Dorado: Newspapers and the California Gold Rush.

PUB DATE- 01

NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Mass Media Role; *Newspapers; *United States History

IDENTIFIERS- *California Gold Rush; Historical Background; Nineteenth Century History

When James Wilson Marshall discovered gold at Sutter's Mill (California) in 1848, he not only touched off the greatest gold rush the world had ever seen, but also ignited one of the great writing frenzies in American history. Guidebooks, diaries, and

NDL's weaknesses, including resource pressures, staff recruitment and turnover rate, and lack of personal contact. The fourth section covers the NDL's opportunities and goals for the future, including the mood for change and reform, policy productivity, technology enhancement, and a new facility in a second location. The fifth section considers threats to the NDL, including the rapid pace of Internet development and downsizing/competition. (MES)

ED 459 751 IR 058 245

Tovote, Christina
Customer or Refined Student? Reflections on the "Customer" Metaphor in the Academic Environment and the New Pedagogical Challenge to the Libraries and Librarians.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Active Learning; Foreign Countries; Higher Education; Information Literacy; *Instructional Design; *Library Instruction; *Library Role; *Library Services; Problem Based Learning; Teaching Methods; User Needs (Information); Users (Information)
IDENTIFIERS- Malmo University (Sweden); Sweden

This paper discusses customer services in academic libraries. The first section addresses the concept of the "customer." Thereafter, the paper applies the metaphor of the producer and its consumers to the relationship between a university and its students. The second section looks at education as a process of refinement. Next, the establishment of Malmo University (Sweden) in 1998 is described as an effort to create a different kind of institution with a broad base for recruiting students, a new pedagogical approach, collaboration with the community, and a multi-disciplinary approach. The fourth section describes the students at Malmo University and the pedagogical challenge for the University's library to meet the needs of many types of students, including the process of information literacy, as well as problem-based learning or active learning as a method of education. Following this, the paper discusses a special project at Malmo University that examined whether or not there was a need for a special pedagogical approach to library courses in information searching. The sixth section discusses the program for information literacy and the committee for quality control at the University. The final section considers the question "For whom do we exist?" in relation to the library at Malmo University. The conclusion discusses challenges presented for librarians and students. (MES)

ED 459 752 IR 058 246

Homann, Benno
Difficulties and New Approaches in User Education in Germany.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.

Library Facilities; *Library Services; Rail Transportation; User Needs (Information); Users (Information)
IDENTIFIERS- Thailand

This paper presents the story of an effort in Thailand to reach out to children in high-risk situations by providing them with a library on old train carriages. The Library Train Project was initiated in 1999 by the Railway Police Division within the Royal Police Office. It is aimed at offering education services to homeless children as a way of reducing the crime rate and child exploitation by channeling children to more constructive activities. The library is equipped with a book collection, toys, and computers. It serves as an informal classroom where learning activities take place every day. The children learn to read and write and to appreciate cleanliness, good health, and beauty in a carefully designed and nurturing environment. The paper also highlights creative approaches used by the project's initiator to gain support from governmental and non-governmental organizations, mass media, libraries, and the general public. (Author/MES)

ED 459 773 IR 058 267

Peters, Carol; Sheridan, Paraic
Multilingual Access for Information Systems.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Electronic Libraries; Information Networks; *Information Retrieval; *Information Systems; *Multilingual Materials; *Systems Development
IDENTIFIERS- Information Society

With the rapid growth of the global information society, the concept of library has evolved to embrace all kinds of information collections, on all kinds of storage media, and using many different access methods. The users of today's information networks and digital libraries, no longer restricted by geographic or spatial boundaries, want to be able to find, retrieve, and understand relevant information wherever and in whatever language it may have been stored. For this reason, much attention has been given over the past few years to the study and development of tools and technologies for multilingual information access (MLIA). This paper provides an overview of some of the issues that must be considered when building a system that provides access and retrieval functionality for document collections in multiple languages. The following topics are covered: (1) multilingual text processing, including language recognition, character encoding, language specific tokenization, and word normalization; (2) approaches to cross-language text retrieval, including machine translation, multilingual thesauri, using dictionaries, and corpus-based techniques; and (3) cross-language system evaluation campaigns, including the TREC (Text Retrieval Conference Series), CLEF (Cross Language Evaluation Forum, and NTCIR (NACSIS Test Collection for Information Retrieval). (Contains 17 references.) (MES)

ED 459 774 IR 058 268

of permanence that results from the alternative culture of the Internet; the development of the global information infrastructure; the role of libraries as participants in the learning process; workshops held in 1998 to discuss the idea of distributed geolibraries; traditional library roles in the implementation of GIS (Geographic Information Systems); revolutionary and evolutionary changes that are transforming libraries; "Internet time" as a psychological and social phenomenon; the digital divide; potential disadvantages to use of the World Wide Web as a mechanism for storing and disseminating geoinformation; the changing nature of the global economy and the demand for fast and easy access to information as the driving force behind geolibrary developments; policy challenges presented by distributed geolibraries; recommendations that would make more geospatial information available within the public domain; cost recovery, pricing, licensing, and copyright issues; demographic issues in map librarianship; the importance of standards; and collaborative relationships. (Contains 41 references.) (MES)

ED 459 794   IR 058 289

Kresh, Diane Nester
Library Quality Reference Meets the World Wide Web.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Information Technology; International Programs; *Library Cooperation; *Library Networks; Library Role; *Library Services; *Reference Services; User Needs (Information); *World Wide Web
IDENTIFIERS- Library of Congress

The explosion of information and the popularity of the Internet and commercial search engines have required librarians to take a fresh look at their profession. The overwhelming amount of information now available has brought new demands and expectations. The need to bring information to the remote user has encouraged the creation of many innovative services linking new technology with traditional library services. How do librarians build on their age-old status as trusted advisors and create services that will both meet demand and revitalize the profession? How do we take the reference desk to cyberspace? The Collaborative Digital Reference Service (CDRS) launched by the Library of Congress and partner libraries is one response to these questions. CDRS provides professional reference service to users any time and anywhere through an international digital network of libraries. This paper explores how CDRS began and what lies ahead for this and other innovative e-reference services. (Author/MES)

ED 459 795   IR 058 290

Barnhill, Georgia B.
The Introduction and Early Use of Lithography in the United States.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in

Advisory Committee's February 2001 digital library report; searchable collections of enterprise speech data; transcript-free search of audio archives; audio watermarking techniques; music-notation searching and digital libraries; automatic classification of musical instrument sounds; adding content-based searching to a traditional music library catalog server; locating question difficulty through explorations in question space; browsing by phrases; improving video indexing in a digital library; access to a digital video library; digital library design; bucket architecture for the open video project; personalized search and summarization over multimedia healthcare information; automation and human mediation in libraries; preservation of digital information; trading networks of digital archives; cost-driven design for archival repositories; notification service for digital libraries; automated rating of reviewers; digital libraries supporting digital government; digital libraries for young children; preserving, restoring and analyzing damaged manuscripts; digital music libraries; content management for digital museum exhibitions; hierarchical document clustering of digital library retrieval results; interactive visualization of video metadata; categorizing hidden-Web resources; digital facsimile editions and online editing; and image semantics for picture libraries. (AEF)

ED 459 813 IR 058 349

Rauber, Andreas; Muller-Kogler, Alexander
Integrating Automatic Genre Analysis into Digital Libraries.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, VA, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Data Processing; *Electronic Libraries; *Information Retrieval; Information Systems; Library Services; Online Searching; Relevance (Information Retrieval); Visual Aids
IDENTIFIERS- *Genre Approach

With the number and types of documents in digital library systems increasing, tools for automatically organizing and presenting the content have to be found. While many approaches focus on topic-based organization and structuring, hardly any system incorporates automatic structural analysis and representation. Yet, genre information (unconsciously) forms one of the most distinguishing features in conventional libraries and in information searches. This paper presents an approach to automatically analyze the structure of documents and to integrate this information into an automatically created content-based organization. In the resulting visualization, documents on similar topics, yet representing different genres, are depicted as books in differing colors. This representation supports users intuitively in locating relevant information presented in a relevant form. (Contains 22 references.) (Author/AEF)

ED 459 814 IR 058 350

Frasconi, Paolo; Soda, Giovanni; Vullo, Alessandro

Future and Potential of Non-Steady Flow Devices in Advanced Propulsion Designs" (Michael Most et al.); "Using the Job Characteristics Model (JCM) to Measure the Motivating Potential of Flightdeck Positions" (Anthony L. Patti, Triant G. Flouris); "Risk Analysis, Pilot Motivation, and Decision Making: Application of the PAVE (Pilot, Aircraft, Environment, External pressures) Personal Minimums Checklist to Pilot Decision Making in Three General Aviation Accidents" (Lorelei E. Ruiz); "Evaluation and Action: Sustaining Excellence in Collegiate Aviation Distance Education" (Nanette M. Scarpellini, Brent D. Bowen); and "Air Rage: A Policy Research Study" (Michaela M. Schaaf). (YLB)

ED 459 322 CE 082 605

Paloniemi, Susanna; Tikkanen, Tarja
Victims of Ageist Attitudes--But How Do the Older Workers Themselves View Their Competence?
PUB DATE- 00
NOTE- 12p.; Paper presented at the Research Network Meeting of the European Society for Research on the Education of Adults, "Adult Education and the Labour Market VI" (Seville, Spain, October 19-22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Age Differences; Age Discrimination; Aging (Individuals); *Competence; Employee Attitudes; *Employees; Foreign Countries; Job Performance; Job Skills; Older Adults; *Older Workers; Self Concept; Self Concept Measures; Self Esteem; *Self Evaluation (Individuals); Small Businesses; Vocational Maturity; Work Attitudes
IDENTIFIERS- *European Union

A study examined how older employees themselves assess the effects of age on their learning at work and job competence and how older workers rate the importance of different aspects of competence. Then the study compared the results of the first two questions by looking at the subjective age-effect ratings on competence aspects of various importance. The data used in the study are part of a larger, European Union research project that used completed questionnaires from 167 employees, with an age range of 24-62 years from small and medium-sized businesses. For this study, only the responses of 91 persons who were aged 40 years or older were used. The results of the study showed the following: (1) most of the general competence domains listed in the questionnaire were rated as age-independent; (2) when age was reported to influence competence this effect was most typically positive, indicating improvement with age; (3) all of the general competence domains listed were rated important or very important; and (4) most of the competence domains that were rated most important by a majority of the respondents were also the ones that were rated to improve by age or to be age-independent. The study concluded that in many respects age was not reported to have any effect on the domains of competence assessed, although this result gives no indication of the actual level of these competencies. (Contains 18 references.) (KC)

ED 459 323 CE 082 607

Kerka, Sandra
The Balancing Act of Adult Life. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

were among the main conclusions: (1) keeping young people in school with continuous learning gains remains the most promising avenue for increasing the economic, social, and personal betterment of the nation's young adults; (2) remaining in school and performing successfully depends on earlier acquisition of basic academic skills and literacy/numeracy proficiencies; and (3) for those who have left formal schooling, employer-provided job training remains a proven strategy for improving the labor market prospects of out-of-school young adults. (One hundred twenty tables/figures are included. The methodology used to estimate the number of 18- to 24-year old male inmates is appended. Contains 286 footnotes.) (MN)

ED 459 338 CE 082 691

Pines, Marion, Ed.
The 21st Century Challenge: Moving the Youth Agenda Forward. A Policy Study of the Levitan Youth Policy Network. Public Policy Issues Monograph.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 164p.; For a related work, "A Generation of Challenge: Pathways to Success for Urban Youth," see ED 413 409.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Case Studies; Community Cooperation; Cooperative Planning; Coordination; Cultural Influences; Demography; Disabilities; Disadvantaged Youth; *Education Work Relationship; Educational Needs; Educational Resources; Employment Opportunities; Ethnic Groups; Guidelines; Human Capital; Integrated Services; Job Training; Labor Force Development; Labor Market; Limited English Speaking; Minority Groups; Models; Needs Assessment; *Out of School Youth; Partnerships in Education; Policy Formation; Population Trends; Postsecondary Education; Program Descriptions; Program Effectiveness; *Public Policy; School Business Relationship; Secondary Education; *Systems Approach; Test Bias; Testing Stakeholders
IDENTIFIERS- Stakeholders

This document contains nine papers devoted to the labor market problems faced by out-of-school and other disadvantaged young people in the United States and policy options and strategies for addressing those problems. The papers update the data on out-of-school young adults, review the lessons learned from past youth programs and policies, identify seven guiding principles for policy and practice in the youth field, and detail a model for creating a community-wide system built on collaborative partnerships among all relevant stakeholders. The following papers are included: "Confronting the Youth Demographic Challenge: Labor Market Prospects for Out-of-School Young Adults" (Andrew Sum, Neeta Fogg, Garth Mangum); "Human Capital Investments by People Matter" (Stephen L. Mangum, Judith W. Tansky); "High Stakes Testing: Opportunities and Risks for Students of Color, English-Language Learners, and Students with Disabilities" (Jay P. Heubert); "Using Educational Resources for Out-of-School Youth" (David Gruber); "Out of School and Unemployed: Principles for More Effective Policy and Programs" (Gary Walker); "The Power of Youth Popular Culture" (Ed de Jesus); "The Declaration of Inter-dependence" (Young Leaders Council, National Alumni Council of the YouthBuild USA Affiliated Network); "Winning Support" (Dorothy

Influences; Job Training; *Low Income; Matched Groups; National Programs; Outreach Programs; Parent Child Relationship; Parent Participation; Peer Counseling; Philanthropic Foundations; Policy Formation; Private Sector; Problem Solving; Program Effectiveness; Program Improvement; Public Policy; Public Sector; Salary Wage Differentials
IDENTIFIERS- Child Support Enforcement; Impact Studies; *Noncustodial Parents; Parent Visitation

Parents' Fair Share (PFS) was a national demonstration program to help low-income noncustodial parents find more stable and better-paying jobs, pay child support consistently, and become more involved parents. PFS provided the following services: employment and training services; peer support groups; voluntary mediation between parents; and modified child support enforcement. PFS's effectiveness was evaluated in 1994-1996 by randomly assigning each of more than 5,500 fathers to PFS or a control group. PFS increased employment and earnings for the least-employable men but not for those who were more able to find work on their own. PFS encouraged some fathers to assume a more active parenting role. Men referred to PFS paid more child support than men in the control group. The following were among the recommendations regarding future programs: (1) structure the program to encourage longer-term participation and to include job retention services; (2) increase fathers' access to their children by involving custodial mothers in the programs and providing the fathers with legal services to gain visitation rights; and (3) mandate fathers' participation in employment-related activities to increase payments among low-income caseloads. (A discussion of PFS' effects on children is appended. Thirty-three references and 11 publications from the PFS demonstration are listed.) (MN)

ED 459 355 CE 082 741

Smyth, Emer; Gangl, Markus; Raffe, David; Hannan, Damian F.; McCoy, Selina
A Comparative Analysis of Transitions from Education to Work in Europe (CATEWE). Final Report and Annex to the Final Report.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 01
NOTE- 776p.; Prepared with Walter Muller, Cristina Iannelli, Karen Brannen, Maarten Wolbers, Michele Mansuy, Yvette Grelet, Thomas Couppie, Gwenaelle Thomas, Hans Rutjes, Jannes Hartkamp, and Lena Schroder. Other partners include: Mannheimer Zentrum fur Europaische Sozialforschung ; Research Centre for Education and the Labour Market, Maastricht; DESAN Market Research, Amsterdam; and Instituet for Social Forskning, Stockholm. Proposal no: ERB142 PL97/2100. Funded by the Targeted Socio-Economic Research program, European Commission and by Deutsche Forschungsgemeinschaft.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Comparative Analysis; *Comparative Education; Demography; *Education Work Relationship; *Educational Attainment; Educational Status Comparison; *Employment Patterns; Entry Workers; Foreign Countries; Immigrants; International Studies; *Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; Sex Differences; Social Status; Transitional Programs; Unemployment; Vocational Education; *Young Adults; Youth
IDENTIFIERS- *Europe; France; Ireland; Italy; Netherlands; Scotland; Spain; Sweden; United Kingdom; West Germany

Project (TfAAP). During the project, educators, engineers, and scientists jointly developed 20 cognitive and process standards for the study of technology. The standards are grouped into the following categories: (1) the nature of technology; (2) technology and society; (3) design; (4) abilities for a technological world; and (5) the designed world. The ITEA calls for technology education for all students in grades K-12. TfAAP has begun development of these three sets of related standards critical to implementation: assessment standards; professional development standards, and program standards. Implementing the standards for technological literacy will ultimately depend on leadership and partnership. (Contains 15 references.) (MN)

ED 459 372   CG 031 058

National Health Priority Areas Report, 1998--Mental Health: A Report Focusing on Depression, 1998.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; *At Risk Persons; Children; *Depression (Psychology); Foreign Countries; *Government Role; Health Education; Intervention; Mental Health; National Programs; Outcomes of Treatment; Prevention; Public Health
IDENTIFIERS- *Australia

This report presents procedures for national mental health that involve many levels of government and draws advice from a range of professional organizations. Due to the enormous impact of depression on the social, human, economic, and public health costs to Australians and the Australian government, this initiative focuses efforts on dealing with and treating depression. Research suggests that gains can be achieved against depression through strategic promotion, prevention, community education, early intervention, and treatment. This report does not attempt to present evidence for treatment; rather it provides readers who have a general interest in health information on how to combat depression. Chapter 1 presents an overview of mental health in Australia. Chapter 2 provides a detailed profile of depression. Chapter 3 describes data on indicators of depression. Chapter 4 looks at issues related to prevention, management, and treatment. Chapter 5 presents examples of intervention projects underway in the Commonwealth, States, and Territories, and chapter 6 considers avenues for future program development. Appendix 1 presents statistical data on depression in Australia, Appendix 2 provides an overview of the gaps in national health related data collection, and Appendix 3 shows the framework for a 3-year plan on depression. (Contains 251 references.) (JDM)

ED 459 373   CG 031 301

Gordon, Susan M.
Adolescent Drug Use: Trends in Abuse, Treatment and Prevention.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Cocaine; Drinking; Heroin; *Illegal Drug Use; Intervention; Marijuana; Outcomes of

names/addresses for text publishers. (Contains 13 figures, 10 tables, and over 700 references.) (JDM)

ED 459 396 CG 031 442

Helping Your Overweight Child.
PUB DATE- 97
NOTE- 13p.; Produced by the Weight-control Information Network (WIN).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Behavior Modification; *Children; *Eating Disorders; Family Influence; National Organizations; *Obesity; Physical Health

Currently, at least one child in five is overweight. Although children have fewer health problems from weight than adults, overweight children are at high risk for many health problems including heart disease, diabetes, high blood pressure, and stroke. Several factors are cited as to why children become overweight. Genetics, lack of exercise, and eating patterns are just a few of the causes. When a parent is concerned about a child's weight, they need to consult with their doctor. Many things can be done to help a child's weight that do not involve restricting their food intake. Getting more exercise as a family, teaching them healthy eating habits, and eating a balanced diet are just a few suggestions. This document provides information on how to choose a weight control program when additional assistance is warranted. A list is included of national organizations that assist with weight loss. (JDM)

ED 459 397 CG 031 444

Herman, William E.
Searching for Predictive and Developmental Validity in a Motivational Reasoning Hierarchy.
PUB DATE- 01
NOTE- 24p.; Poster presented at the Annual Meeting of the American Psychological Society (13th, Toronto, Ontario, Canada, June 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Academic Achievement; *College Students; Developmental Stages; Higher Education; *Motivation; *Performance; Predictive Validity; Student Surveys; Theory Practice Relationship

Nearly a quarter of a century ago, John G. Nicholls proposed the four developmental levels of motivational reasoning that focused upon the roles that ability and effort play in academic success. These levels theoretically begin at early childhood and end at adolescence. This report attempts to validate the developmental and predictive nature of this theory with college students through the use of a survey instrument designed to tap each of the four levels. Empirical support for the developmental nature of this theory of motivational differentiation was weaker than anticipated and predictive validity was generally lacking. Even when general agreement or disagreement to the statements of motivational beliefs was

Celebrating centuries of the written word--from the works of Confucius, Shakespeare, and Ben Franklin to the adventures of Nancy Drew and Harry Potter--this book offers a literary smorgasbord of milestones, anecdotes, and quotes, along with smart, fun, practical activities for exploring and enjoying a wide range of literature. More than a calendar book--yet concise enough for regular use in a busy classroom--the book offers one or more date-related prompts per day. It is designed to be used by every age, grade, reading level, and interest, be it fairy tales, silly poems, historical novels, juvenile detective yarns, wildlife stories, or the last written words of a hopelessly stranded Antarctic explorer. Included in the book are brief discussions of relevant topics: literary codes and games, the first popular dictionary and thesaurus, the importance of names (of authors as well as fictional characters), close observation and other kinds of research, spelling, rewriting, the power of artwork, and the source of artistic ideas. The most important thread throughout the book is that different people love different books. Using almost any entry as a jumping-off point and following the suggested reading/writing tips, teachers can encourage their students to read more books, and more kinds of books. (NKA)

ED 459 419   CS 014 473

Pressley, Michael; Allington, Richard L.; Wharton-McDonald, Ruth; Block, Cathy Collins; Morrow, Lesley Mandel
Learning To Read: Lessons from Exemplary First-Grade Classrooms. Solving Problems in the Teaching of Literacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Case Studies; *Classroom Environment; *Classroom Techniques; *Emergent Literacy; *Grade 1; Primary Education; *Reading Instruction; Reading Research
IDENTIFIERS- Learning Environments; Outstanding Teachers; Student Engagement

An important goal in every first-grade classroom is to get children reading--but how? This book examines current research on first-grade literacy instruction and shows how it translates into what good teachers really do in the classroom. The book's authors, premier early literacy scholars and educators, describe several studies of effective beginning reading instruction conducted across the United States. The book then takes readers directly into the classrooms of five successful teachers, exploring the reading, writing, and classroom management techniques these practitioners use to boost student engagement and achievement. It demonstrates ways that teachers can blend elements of both holistic and skills approaches to provide rich and enjoyable learning environments for young readers. What follows from the analyses presented in the book is that the great first-grade teacher must have a commanding knowledge of classroom management; sound-, letter-, and word-level skills; children's literature; a variety of approaches to pedagogy (e.g., direct instruction, scaffolding, writers' workshop); and academic motivation. (NKA)

ED 459 420   CS 014 485

Gilmore, Deanna Peterschick
Creating Positive Attitudes toward Reading in Public Schools and Homeschools.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Washington Organization for Reading Development Conference (Seattle, WA, October 18-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Classroom Techniques; Comparative Analysis; Elementary Education; Home Schooling; Observation; Public Schools; *Reading Attitudes; *Reading Instruction; Reading Material Selection; *Reading Motivation
IDENTIFIERS- *Learning Environments

Learning environments have an impact on acquiring skills in reading as well as developing positive attitudes toward reading. Another variable that affects attitudes and aptitude toward reading is the "climate" or "environment" in which children learn their skills. This paper concentrates on the phenomenon that is reaching epic proportions in the nation, that of homeschooling. As part of a research project two public schools and two homeschools were observed over a period of seven months and 438 hours, and data were collected on the classroom techniques employed in each learning environment. A comparative analysis was made, using the following categories: provide metacognitive training; discuss students' beliefs; stress links between literature and students' lives; read often; read aloud to students; use high quality literature; avoid denigrating group placement; use peer tutors; use reading centers; use reading incentives; allow choice of reading material; use cooperative reading teams; use a recreational reading program; use questions to activate prior knowledge; have a positive classroom environment; and share books with others. Includes recommendations for practice. (Contains 22 references.) (NKA)

ED 459 440 CS 014 578

Evaluation Report of the Student Success Initiative, 1999-2000: A Report to the 77th Texas Legislature from the Texas Education Agency.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Focus Groups; *Professional Development; Program Effectiveness; *Reading Instruction; *State Programs
IDENTIFIERS- *Texas Education Agency

This evaluation report contains information on the teacher professional development (Teacher Reading Academies) and the Accelerated Reading Instruction program. According to the report, the evaluation design utilized case study research, survey research, focus groups, and analysis of administrative data and student information in producing the evaluation that reflects the size and scope of the program. The report contains the following parts: Executive Summary; Evaluation Report of

IDENTIFIERS- ERIC Digests; Research Results; *Self Direction; *Self Monitoring

This digest examines the basic tenets of Self-Directed Learning (SDL) and discusses the findings of recently conducted research which are germane to SDL's application in K-12 classrooms. Self-directed learning has its roots in adult education and has been investigated and discussed for many years. The digest surveys the literature to identify several tenets that are central to the concept, discusses some of the benefits of self-directed learning, and considers what teachers can do to support self-directed learning. (Contains 11 references.) (NKA)

ED 459 459 CS 217 762

Galati, Rhea; Bailey, Bea
Upcountry Stories: Students Serve through Writing. Linking Learning with Life.
PUB DATE- 01
NOTE- 43p.; Produced with support from the Office of the Provost, Clemson University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; *Community Involvement; Community Support; *Cultural Context; Elementary Secondary Education; Personal Narratives; *Service Learning; Teacher Role; *Writing for Publication; *Writing Processes; Writing Strategies
IDENTIFIERS- *Personal Writing; Sense of Place; *South Carolina

Since 1992, through the Upcountry Writing Project, upstate South Carolina teachers have helped students in K-12 classrooms write for and about their communities. These teachers and students have learned much about what it takes to actually craft a genuine sense of place. By publishing, they have not only crafted pieces about their locales but have brainstormed, conferenced, revised, and proofread for days and sometimes months to contribute to their communities' cultural history and future. By placing writing at the center of the service learning project, the Upcountry Writing Project has blended service with writing to produce a powerful experience. This booklet delineates the workings of the Upcountry Writing Project and is divided into the following sections: Preface; Introduction; Finding Purpose through Publishing; The Growth Begins; Community Involvement; Sharing the Wealth; Reflection Activities; Celebration; Projects for Replications; Funding and Resources; Writing Strategies for Our Upcountry; and Conclusion. (Contains 10 references.) (NKA)

ED 459 460 CS 217 763

Worsham, Sandra
Essential Ingredients: Recipes for Teaching Writing.
PUB DATE- 01
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Creative Writing; Elementary

Project" (Jennifer McDuffie Stewart and Peg Graham); (9) "Using a Behavior Journal To Discover What Causes Disruptions: A Teacher Candidate Research Project" (Jeff Anderson); (10) "The Research Team: A Project Involving Mentor Teacher, Teacher Candidate, and Their Students" (Christina Healan and Amy Wilbourne); (11) "Think Pieces: Connecting School and Campus Learning" (Susanna Blackstone and others); (12) "Coping with a Sense of Failure" (Ginny Speaks James); (13) "Discipline: Early Fears and Later Realities" (Jennifer McDuffie Stewart); (14) "How To Lead a Classroom Discussion" (Elaine Perry and Greg Slattery); (15) "Setting up Classroom Routines" (Elaine Perry); (16) "Toward an Equal Playing Field: The Role of the University Faculty from a Mentor Teacher Perspective" (Chandra Adkins); (17) "Declaration of Collaboration: In a Mentor Teacher's Voice" (Sally Hudson-Ross and Patti McWhorter); and (18) "Retrospective" (Peg Graham; Sally Hudson-Ross; Chandra Adkins; Patti McWhorter; Jennifer McDuffie Stewart). (NKA)

ED 459 479   CS 510 590

Fishman, Stephen M.; McCarthy, Lucille
John Dewey and the Challenge of Classroom Practice. The Practitioner Inquiry Series.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Educational Philosophy; *Educational Practices; Higher Education; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Collaborative Inquiry; *Dewey (John); Deweys Experimentalism

This book represents the first systematic exploration of Deweyan pedagogy in an actual classroom since studies of John Dewey's own laboratory school at the turn of the century. The co-authors dialogue back and forth in the book's introductory essays about the importance of John Dewey today and about their histories with John Dewey. Part I, using accessible language, discusses Dewey's educational theory in the context of Dewey's ideology and process philosophy. Part II, examines one author's own Introduction to Philosophy class. In doing so, the book models a collaborative form of practitioner inquiry and brings to life such complex Deweyan concepts as student-curriculum integration, interest and effort, and continuity and interaction. (Contains an extensive list of works cited. Appended are instructions for writing assignments.) (NKA)

ED 459 480   CS 510 600

Schembri, Pamela
Scary Stories You Won't Be Afraid To Use! Resources and Activities for a K-6 Audience. The Professional Growth Series.
PUB DATE- 01
NOTE- 184p.; A publication of The Book Report & Library Talk Professional Growth Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Classroom Techniques; Elementary Education; Instructional

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Visual Communication Division.
PUB DATE- 01
NOTE- 231p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Simulation; Credibility; Editing; *Emotional Response; *Ethics; Higher Education; Journalism Education; Longitudinal Studies; *News Writing; Organizational Climate; *Photojournalism; Racial Relations
IDENTIFIERS- Digital Imagery; *Digital Retouching (Photography); United States (South); *Visual Communication

The Visual Communication section of the proceedings contains the following 8 selected papers: "Affect and Emotion: Eliciting Compassionate Response via Facial Affect in Visual Images" (Courtney Bennett); "A Study of the Persuasiveness of Animation When Used as Forensic Demonstrative Evidence" (Benjamin Allyn Meyer); "Southern Mentalities, Photographic Reflections in Black and White: The 1915-1960 Mississippi Pictures of O.N. Pruitt" (Berkley Hudson); "If Looks Could Kill: The Ethics of Digital Manipulation of Fashion Models and Attitudes of Readers" (Shiela Reaves, Jacqueline Bush Hitchon, Sung-Yeon Park, and Gi Woong Yun); "Establishing a Photojournalism Historiography: An Historiographical Analysis of the Developmental Approach" (Timothy Roy Gleason); "Normative Conflict in the Newsroom: The Case of Digital Photo Manipulation" (Wilson Lowrey); "A Longitudinal Analysis of Network News Editing Strategies from 1969 through 1997" (Richard J. Schaefer); and "Digitally Altered News Photographs: How Much Manipulation Will the Public Tolerate before Credibility Is Lost?" (Joseph D. Gosen and Jennifer Greer). (RS)

ED 459 500 CS 510 718

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Miscellaneous.
PUB DATE- 01
NOTE- 256p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agenda Setting; Broadcast Television; Content Analysis; Foreign Countries; Higher Education; *Journalism Education; *News Media; *Political Campaigns; Student Attitudes
IDENTIFIERS- *Civic Journalism; Cross National Studies; International News; Journalists; Olympic Games Boycotts; Senate; Television News; *Television News Magazines; Virginia

The Miscellaneous section of the proceedings contains the following papers: "Hype versus Substance in the Final Weeks of the Broadcast Television Networks' 2000 Presidential Election Campaign Coverage" (Julia R. Fox and James Angelini); "Commercial Quality Influence on Perceptions of Television News" (Stephen Perry, Dana Trunnell; Chris Moore, and Cori Ellis) "To Be on TV or To Be a TV Journalist: Students' and Professionals' Perceptions of the Role of Journalism in Society" (Ron F. Smith and George Bagley); "Network Television Coverage of the 1980 and 1984 Olympic Boycotts: A Content

for Principals TM .
PUB DATE- 01
NOTE- 92p.; "With Deborah Perkins-Gough and Shanara McKinnon."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Guides; Educational Environment; Elementary Secondary Education; Family Involvement; Family Role; *Family School Relationship; Homework; Parent Empowerment; Parent Participation; Parent Role; Parent School Relationship; *Partnerships in Education; *Principals; Scores

This guide is intended for school leaders acting to involve families in the education of their children. A common concern is the amount and kinds of family involvement that lead to a positive school climate and higher student achievement. To address this concern, strategies are outlined to help school leaders in deciding upon the kinds of family involvement that are appropriate for the school. Sample survey instruments are included to involve both principals and families in the decision-making process, along with information about building on survey results in developing a strong family-school partnership. Further information about printed and face-to-face communication methods are presented, including parent conferences. Test scores and helping with homework are topics given emphasis. Steps are considered that school leaders can take to create an overall school climate that lets families know they are welcome and appreciated. Appendix A contains letters and forms in both English and Spanish for conducting sample surveys. Appendix B contains reproducible materials for presentations. (Contains 68 references.) (RT)

ED 459 522 EA 031 472

Protheroe, Nancy
Meeting the Challenges of High-Stakes Testing. Essentials for Principals TM .
PUB DATE- 01
NOTE- 85p.; "With Deborah Perkins-Gough."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Administrators; Educational Environment; Elementary Secondary Education; *High Stakes Tests; Integrated Activities; Learning Activities; Parent School Relationship; *Principals; Special Needs Students; Teaching Methods

The often-competing issues that accompany high-stakes testing pose challenges for even the best and most experienced principals. For example, time allotted for teaching test-taking skills and practice is sometimes "stolen" from science and social-studies courses. Some parents are concerned that students are missing out on a critical part of their education as a result. This publication discusses many of the elements surrounding high-stakes testing. Its focus is on providing the school leader with tools to make it a less stressful and more successful situation for staff and students. Topics include test-preparation issues, the pros and cons of test prep, how inflation. The following topics are discussed in their own sections: statistical overview, persistent funding disparities, major developments in school finance equity, new attention to outcomes and adequacy, improving efficiency and cost-effectiveness, school-level data-collection initiatives, cost-cutting trends, fundraising strategies, and future policy and research directions. (RT)

ED 459 542 EA 031 495

Goorian, Brad
School Law. Trends and Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 15p.; Web document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Copyrights; Court Litigation; Disability Identification; *Discipline; Distance Education; Elementary Secondary Education; Fair Use (Copyrights); Federal Courts; Federal Legislation; Federal Regulation; Guns; Intellectual Property; Publishing Industry; *Religious Factors; Reprography; *School Law; School Safety; Sex Discrimination; *Sexual Harassment; State Courts; Violence
IDENTIFIERS- Supreme Court

Four subjects are the focus of this discussion of school law: sexual harassment, the copyright act, school discipline, and religion and the schools. In cases of sexual harassment of students by school personnel, a criterion for determining whether a school is liable involves the standard of "actual knowledge" in which school officials have knowledge of harassment but are "deliberately indifferent" to complaints (Gebser vs. Lago Vista Independent School District). In January 1999, the Fifth Circuit Court ruled that Title IX does not apply to cases involving peer (student-student) sexual harassment. The Digital Millennium Copyright Act may have a chilling effect on the "fair use" principle that allows teachers, librarians, and other educators to excerpt copyrighted materials in the classroom, and on distance-learning programs. The section on school discipline discusses issues surrounding student searches, the Gun-Free Schools Act, discipline for disabled students, and dangerous students. Topics involving religion and the schools include allowing public-school teachers to teach non-religious subjects to students who qualify for Title I remediation inside private, religious school classrooms; the use of public-school materials in religious schools; and religious activities in public schools. (RT)

ED 459 543 EA 031 496

Lumsden, Linda, Comp.; Coffey, Elizabeth, Comp.
Social and Economic Context. Trends and Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 32p.; Web document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Mississippi's Education of the Visually and Hearing Impaired: A Comparison of the Costs and Effectiveness of the State's Residential Schools and the Local School Districts. PEER Report.
PUB DATE- 00
NOTE- 43p.; Report from the Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER) to the Mississippi Legislature.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blindness; *Cost Effectiveness; *Deafness; Elementary Secondary Education; *Expenditure per Student; *Outcomes of Education; Program Costs; Public Schools; *Residential Schools; School District Spending; Special Schools
IDENTIFIERS- *Mississippi

This study compared the cost and effectiveness of residential schools for students with hearing and visual impairments to the education of these students in Mississippi's local public school districts. To compare the service providers, the study first calculated annual costs per student at the residential schools and per student with hearing and visual impairments in the local school districts statewide. The study then examined benefits provided by residential education and compared them to those provided by the districts. Findings indicate that at a FY 1999 cost of $42,500 per student, it cost $34,700 per year more to educate a student at the residential schools. Factors contributing to the high costs of operating the residential schools include unique cost components not present in local school districts (e.g., operating and staffing dormitories); allocation of other costs among fewer students; and expansion of a pre-vocational program with costly capital facility and specialized staffing needs. Despite the disparity of per-student cost between the residential schools and local school districts, the study found no conclusive evidence of greater benefits from a residential education. In comparing the two, the study found no appreciable difference in teacher qualifications, educational requirements, educational outcomes, or extracurricular activity requirements. (CR)

ED 459 563 EC 308 751

Fuchs, Douglas
Upgrading Preparatory Work To Augment Reading Development: UPWARD for Students with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Cooperative Learning; *Decoding (Reading); *Disabilities; Elementary Education; *Inclusive Schools; Kindergarten; Kindergarten Children; *Peer Teaching; Phoneme Grapheme Correspondence; Phonology; Primary Education; *Reading Instruction

This final report, covering the period September 1, 1997 to August 31, 2001, discusses the development, activities, and outcomes of Upgrading Preparatory Work To Augment Reading Development: UPWARD for Students with Disabilities, a multi-faceted program for providing children with disabilities intensive, phonological awareness and other early literacy

Just Being Kids: Supports and Services for Infants and Toddlers and Their Families in Everyday Routines, Activities, and Places. Videotape with Facilitator's Guide .
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Administration on Developmental Disabilities (DHHS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 0p.; With contributions from ENRICH Outreach Team: Renee Charlifue-Smith, Heidi Eigsti, Ann Grady, Lou Ann Humphrey, Cordelia Robinson, Steve Rosenberg, and Lisa Swenson; and Early Childhood Connections: Elizabeth Soper Hepp and Susan Smith.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Audiovisual Aids; Daily Living Skills; *Disabilities; *Early Childhood Education; *Early Intervention; *Inclusive Schools; *Inservice Education; Instructional Materials; Parent Participation; *Preservice Teacher Education; Therapists; Training; Videotape Recordings
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part C; University of Colorado

Each of the six stories on this 50-minute videotape demonstrates recommended practices as therapists and early childhood specialists work collaboratively with families to achieve meaningful goals for their children in everyday routines and activities. "Just Being Kids" was developed for use in both pre-service and in-service training programs with therapists, early childhood specialists, and service coordinators. The video is also useful for showing families examples of this approach to early intervention supports and services. The 55-page companion Facilitator's Guide offers background information on the stories along with handouts, an extensive bibliography, and suggestions for leading discussion groups and other training activities. (SG)

ED 459 582 EC 308 771

Judge, Sharon
Preparing Early Childhood Special Educators for Inclusive Settings Project (Project Prepare) Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; Family Programs; Higher Education; *Inclusive Schools; *Interdisciplinary Approach; Personnel; *Preschool Education; Professional Education; Program Evaluation; *Special Education Teachers; Teacher Education; Teaching Models; Theory Practice Relationship
IDENTIFIERS- University of Tennessee

This final report of Project Prepare, a federally funded program at the University of Tennessee, describes the critical features and specific goals of the project, as well as program evaluation methods and results. The program was funded to

Exchange; Interviews; Questionnaires; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Hong Kong

This dissertation is a qualitative case study examining the feelings, attitudes, and opinions of secondary school, English-as-a-Second-Language (ESL) students toward collaborative e-mail exchange for the purpose of learning English between 10th and 11th grade between students in Hong Kong and Green River, Iowa, USA. The research looks at the totality of a collaborative e-mail exchange. Most students enjoyed the exchange, gained confidence in English and computer skills and felt they made significant progress in writing, thinking, and speaking. Although most students believed this instructional model helped with general communicative competence, they were ambivalent as to whether it helped them improve on public exam-related skills such as grammar usage and discrete language functions. Appendixes include materials used in the study, rubrics, pre- and post-model surveys, and project evaluations. (Contains 241 references and 31 charts and tables. Appendixes include materials used in the study, rubrics, pre- and post-model surveys, and project evaluations.) (KFT)

ED 459 605 FL 026 988

Johnson, Connie R.
Factors Influencing Motivation and De-Motivation in Mexican EFL Teachers.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (20th, Vancouver, Canada, March 14-18, 2000). Published in "MEXTESOL Journal," Summer 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *English (Second Language); Foreign Countries; *Language Teachers; Questionnaires; Second Language Instruction; Second Language Learning; *Teacher Attitudes; *Teacher Motivation; Teacher Researchers; Teaching Methods
IDENTIFIERS- Mexico; North American Free Trade Agreement

It is observed that teacher motivation can change drastically over the course of an individual teacher's career. This is particularly the case in Mexico with regard to teachers of English as a Foreign Language (EFL), because the situation and role of Mexican EFL teachers has changed so significantly--especially in the wake of the passage of the NAFTA agreement. The outdated, grammar-based curriculum of EFL in Mexico was replaced with an entirely new and different communicative-based one. During this time the workload of teachers has increased enormously, although neither their salaries nor the quality of the physical infrastructure in which they work has been correspondingly upgraded. This has led to a decline in overall teacher morale and attitude. The basic premise of this study is that a motivated teacher provides more motivating learning experiences in the classroom and thus produces better-prepared students than un- or less-motivated teachers. This paper considers the motivating and de-motivating factors for Mexican EFL teachers. Questionnaire from study is appended. (Contains 12 references and 3 tables.) (KFT)

ED 459 606 FL 026 989

Liu, Yu-zhen

NOTE- 30p.; Appendix D contains copyrighted material and is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Faculty Development; Foreign Countries; *French; *Immersion Programs; *Inservice Teacher Education; *Language Teachers; *Professional Development; Second Language Instruction; Summer Programs
IDENTIFIERS- Canada; Wisconsin

This paper advocates that Wisconsin teachers of French should participate in immersion programs for each Department of Instruction recertification cycle. Typically, teachers obtain their immersion experience in France, initially as undergraduate students and subsequently as tour guides for their own students. The paper suggests that North American academic immersion programs for Canadian teachers of French are more in line with the curricular and instructional needs of Wisconsin teachers than are programs often available in France, Belgium, or Switzerland taught by Europeans or U.S. instructors. This article compares the strengths of five North American summer language immersion programs: Trois-Pistoles, at the University of Western Ontario; Trois-Rivieres, at the Universitie du Quebec a Trois-Rivieres; Jonquiere, at the Centre Linguistique; Iles-de-la-Madeline, developed at the Department of Public Instruction in New Brunswick; and Saint-Pierre and Miquelon, a FrancoForum just off the coast of Newfoundland. The paper concludes that immersion programs for teachers are critical, and Wisconsin teachers may benefit from learning about the Quebec language policy. The four appendixes contain the summer reading lists for the programs, program addresses, program comparisons, and information on Saint-Pierre-Miquelon. (SM)

ED 459 627 FL 027 116

Duarte, Maria Eugenia Lamoglia
A Short Term Real Time Study in Syntactic Change.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of New Ways of Analyzing Variation (NWAV) (29th, East Lansing, MI, October 5-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Language Usage; *Language Variation; Linguistics; *Portuguese
IDENTIFIERS- Brazil; *Language Change; *Null Subject Parameter

Recent research has shown that Brazilian Portuguese is undergoing a change regarding the null subject parameter, evolving from a null subject to a non-null subject language. This paper presents the results of a short term, real time study of speakers of Brazilian Portuguese with low and mid levels of formal education. The study was based on samples of speakers recorded in Rio de Janeiro, Brazil, during the early 1980s and between 1999 and 2000. The study examined changes in the process, analyzing the linguistic behavior of the same individuals and people from the same community after a certain time interval. Results confirmed the grammatical change toward expressed pronominal subjects in Brazilian Portuguese and suggest that the process was stable over the 19 years, not only

Department Writing Center" (Audeen Fentiman and Paul Miller); (4) "Integrating Writing and Speaking throughout the Engineering Student's Curriculum" (Rob Friedman); (5) "Integration of English and Engineering in a Freshman Engineering Course" (Dave Bryenton); (6) "Student Advocacy through the Professional Communications Center" (Robert O. Pettus); (7) "Building Student Confidence through the Writing Center" (Deanna Ramey); (8) "An Engineering Student's Role in the Writing Center" (Stephanie Metts); (9) "History and Current State of Writing Centers" (Jennie Ariail); (10) "Research and Development of Professional Communications Centers: Today and Tomorrow" (Libby Alford); (11) "Research for Writing Center Development" (Kris Walker); (12) "Engineering Writing and Professional Communication: If We Didn't Have a Writing Center Already, We'd Have To Invent One" (Charles Brice); (13) "Assessment and TA Training" (Tom Smith); and (14) "Responding to Student Lab Reports: A Guide for Tutors" (Jean Gallagher). Breakout sessions focused on integrating professional communications into the Engineering program, establishing professional communications centers, and teaching assistant training. An "Epilogue" considers future collaboration. (SLD)

ED 459 651 HE 034 540

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 2000-June 30, 2001.
PUB DATE- 01
NOTE- 83p.; For the previous year's report, see ED 447 753.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Bachelors Degrees; Certification; *Curriculum; *Doctoral Degrees; Graduation; *Higher Education; *Masters Degrees; Private Colleges; Public Colleges; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 2000-2001 in North Dakota's public and private postsecondary educational institutions. Institutions programs are coded in accordance with the Classification of Instructional Programs (CIP) code system of the National Center for Education Statistics. Programs are organized by level of offering: certificate, diploma, associate, bachelor, and graduate. The CIP codes are listed, and all programs offered in the state are identified by CIP code with an entry for institutions offering the program and the program level. Following this information, a profile is presented of 1- and 2-year program completions for each institution. A profile of program offerings is then provided for North Dakota's four-year public and private institutions. A final section contains information about program completers by field of study. (SLD)

ED 459 652 HE 034 542

Leonard, Diana
A Woman's Guide to Doctoral Studies.
PUB DATE- 01
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

ED 459 672 HE 034 577

Filipp, Laura
Student Learning Outcomes Assessment Reports, 2001: Maryland Public Colleges and Universities.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; Graduate Surveys; Higher Education; Learning; *Outcomes of Education; Program Evaluation; *Public Colleges; *State Universities; *Student Evaluation; Undergraduate Students
IDENTIFIERS- *Maryland

As part of Maryland's performance accountability process, public colleges and universities have had to develop a plan for the assessment of undergraduate student learning outcomes and submit annual progress reports to the Maryland Higher Education Commission. This report includes highlights of the submissions from each of the 13 public four-year institutions and 16 community colleges as well as the unedited executive summaries of the reports prepared by each institution. Campuses were asked to indicate how assessment of student learning affected the educational process at the institution and how selected academic programs changed or improved as a result of the assessment of student learning outcomes. The only common learning outcomes measure used by all institutions is participation in the biennial follow-up survey of graduates 1 year after graduation. Institutions use a variety of other surveys and data to assess their learning outcomes. State-mandated learning outcomes assessment has become a continuous process of self-reflection leading to change and improvement. Institutions across the state used similar language in their reports to indicate their belief in the usefulness of learning outcomes assessment, but Maryland colleges and universities are at different stages of developing assessment systems. Appendix 1 describes the reporting guidelines, and the second appendix contains two summary tables. Appendix 3 contains a synopsis of the results of student learning outcomes assessment at the institutional and programmatic levels by school. (SLD)

ED 459 673 HE 034 578

Duggan, Michael
Factors Influencing the First-Year Persistence of First Generation College Students.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the North East Association for Institutional Research (Cambridge, MA, November 17-20, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; English (Second Language); *First Generation College Students; Higher Education; Parent Background
IDENTIFIERS- Beginning Postsecondary Students Long Study

The factors that influence the first-year persistence of first generation college students at four-year institutions were studied using data from the Beginning Postsecondary Students (BPS) database. The BPS is a longitudinal study of first-time training in educational administration programs. The second survey was designed to gather information from practicing superintendents about how and to what extent they use and promote technology in their roles as school leaders. The findings indicate that there is little connection between the demands of educational technology in schools today and the capability of school leadership. The people who make decisions about policies and finances in schools have little or no training in educational technology and few resources to make informed decisions. School administrators do not appear to be prepared for their emerging role in technology, and their lack of understanding and resources sometimes creates barriers to change and improvement. There is no strong link between school leadership and educational technology. In an effort to begin to understand what administrators need to know and be able to do, the SREB's Educational Technology Cooperative developed "Technology Standards for School Administrators: A Proposed Model." This model is designed to illustrate what qualifications are needed and to promote discussions in those areas. The technology standards and corresponding topics are provided in a sidebar as examples. (AEF)

ED 459 691 IR 021 050

Parker, Louis T.; Thomas, William R.
Guidelines for Technology Equipment Selection and Use: An SREB Model for Schools and Campuses.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Equipment; *Educational Technology; Elementary Secondary Education; Guidelines; Higher Education; *Selection; *Selection Tools; Statewide Planning
IDENTIFIERS- *Southern Regional Education Board; *United States (South)

In the winter of 1999, the Southern Regional Education Board's (SREB's) Educational Technology Cooperative analyzed technology equipment standards and guidelines from state departments of education and higher education agencies in the SREB states. This report, which is based on a summary of these guidelines and standards, reflects the Educational Technology Cooperative's perspective on what constitutes good decision-making regarding technology equipment. It provides schools and campuses with reliable, up-to-date information about technology equipment from a regional perspective. The first section presents an overview of the type of computer technology required for a well-equipped school or campus in 1999-2000. The remaining sections discuss: work-station configurations; local area networking (LANs); network operating systems and servers; connecting LANs to wide area networks (WANs); electronic mail; other technical considerations; and associated planning activities. Several appendixes include the following: excerpted paragraphs from "Vision for Technology Infrastructure, Appendix B.1" from the "Louisiana State Plan for Educational Technology"; important operational considerations; preferred minimum PC (compatible with Microsoft Windows) and Apple Macintosh configurations; Ethernet technology and network management and configurations; state education agencies with equipment standards or guidelines; essential technical guidelines for within building networks; and a glossary of

the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Censorship; *Females; *Health Materials; *Library Role; Library Services; Problems; Reproduction (Biology)
IDENTIFIERS- *Health Information

The goal of this paper is to explore a number of examples of the censorship of women's healthcare issues and to investigate issues and questions related to those examples. The paper looks primarily at censorship in the United States; however, the problems and issues discussed are international in scope, and some international examples are examined. Although the roles libraries have played and might yet play in preventing such censorship are considered, the goal is to call attention to problems that exist more than to propose solutions to those problems. (Contains 40 references.) (MES)

ED 459 710 IR 058 204

Dasgupta, Kalpana
Information Needs of Women: Addressing Diverse Factors in the Indian Context.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Economic Factors; Family Structure; *Females; Foreign Countries; *Information Seeking; *Library Role; *Library Services; Public Libraries; *Social Influences; Social Structure; *User Needs (Information)
IDENTIFIERS- India

This paper addresses the diverse facts that influence the information seeking behavior of women in India, including: (1) the type of information women need; (2) social factors (i.e., caste, class, urban/rural, literate/illiterate, educated/uneducated); (3) economic factors (i.e., employed, unemployed, employed in organized sector, employed in the unorganized sector, self-employed, and homemaker) and (4) familial norms and hierarchy. Following an introduction, the first section discusses the hierarchical structure of the Indian society, including five categories of women and their information needs: urban elite; educated urban middle class; educated rural elite; educated rural/semi-urban middle class; and uneducated rural poor. The second section considers the role of the librarian and information professional, including well-developed modern library and information dissemination facilities, public libraries in the new information-seeking environment, and information/communication centers at the rural level. The paper ends with a brief discussion of the right to information and the need for research. (MES)

ED 459 711 IR 058 205

letters all told of a new El Dorado where unimaginable riches could be found simply by picking them off the ground. But it was the newspaper that served as the chief mechanism by which the good news from California rocketed around the world. Furthermore, the newspaper played a major role in informing anxious gold hunters of how to get to California as quickly as possible, what to expect once they got there, and, finally, as the golden dreams turned to cold reality, that digging for gold was really backbreaking, dangerous work to be undertaken only by the young and strong. This paper covers the discovery and its reporting by the local press, the spread of the news, the experiences of the Argonauts as recorded in the national and international press, the singular value of newspapers as a link to home, and the unprecedented birth and death of newspapers in California during the first years of this international rush for riches. (Contains 10 suggestions for further reading.) (MES)

ED 459 731 IR 058 225

Burrows, Sandra
Mesplet to Metadata: Canadian Newspaper Preservation and Access.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Library Collection Development; *Library Collections; *National Libraries; *Newspapers; Preservation
IDENTIFIERS- Historical Background; *National Library of Canada

This paper traces the development of the National Library of Canada's newspaper collection in conjunction with the Decentralized Program for Canadian Newspapers. The paper also presents a sampling from the collection in order to illustrate the rich variety of the press that has followed in the footsteps of Fleury Mesplet, one of the first printers of newspapers in North America. Highlights include: the history of newspaper publishing in Canada from 1752 to 1858; responsibilities of the National Library of Canada newspaper collection and preservation program; and achievements at the national and regional levels, including creation online of "The Union List of Canadian Newspapers." Special types of newspapers collected are described, including: special issues of Canadian newspapers such as Christmas/holiday issues, carnival issues, and souvenir issues; labor and alternative press newspapers; ethnic press newspapers; student press newspapers; and community press newspapers; and aboriginal newspapers. (Contains 18 references.) (Author/MES)

ED 459 732 IR 058 226

Poll, Roswitha
Managing Service Quality with the Balanced Scorecard.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Information Literacy; *Instructional Design; *Library Instruction; Library Role; *Library Services; Models; *Teaching Methods; User Needs (Information); Users (Information)
IDENTIFIERS- Germany

In the 1970s, German academic libraries discovered user education as a new area of responsibilities, although promising activities at the end of the decade were not continued because of the lack of staff and organizational conditions. Since the beginning of the 1990s, activities in that field have been renewed, especially by large academic libraries. Because of the difficulties users had in the use of CD-ROM databases and OPACs (Online Public Access Catalogs), courses were offered in the handling of these new electronic information systems. Since then, pedagogical problems come up because of the amount and complexity of knowledge and skills that have to be taught in single lessons. This paper presents background on these developments in user education from the 1970s to the 1990s. The impact of new teaching concepts is addressed, including curriculum theory, Anglo-American models of information literacy, activation and learner-centered teaching/learning methods, and online learning techniques. The modular and project-oriented teaching approaches are then outlined, and the dynamic model of information literacy is presented. (MES)

ED 459 753 IR 058 247

Werner, Claudia
Global Publishing and National Heritage: Selection of Internet Resources for National Bibliographies.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; Bibliographies; *Depository Libraries; *Electronic Publishing; Foreign Countries; Indexing; Library Collections; *Library Role; Library Services; Metadata; *National Libraries
IDENTIFIERS- Germany; National Bibliographies

This paper discusses the collection of digital publications at Die Deutsche Bibliothek as part of its mandate as the central archival library and national bibliographic center of the Federal Republic of Germany to collect, archive, index, and provide public access to all German and German-language publications. The first section describes the collection of online dissertations as the first step toward development of a new procedure for collecting, archiving, and indexing of online publications. The second section addresses the collection of online publications issued by publishers, including criteria for this process, different ways of processing, and various metadata elements. The final section summarizes the following projects concerning electronic publications: dissertations online; META-LIB (a metadata initiative of German libraries;

Rader, Hannelore B.
Managing Academic and Research Libraries Partnerships.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cooperative Programs; Higher Education; Information Literacy; Information Technology; *Librarian Teacher Cooperation; *Library Cooperation; *Partnerships in Education; School Community Relationship
IDENTIFIERS- University of Louisville KY

This paper describes initiatives at the University of Louisville (Kentucky) as an example of a successful scenario where, through a variety of partnerships, the libraries have become more central in the campus teaching and learning community. The first section describes faculty-librarianship partnerships, including initiatives related to information literacy, distance education, faculty development, a writing center, higher education opportunities for UPS (United Parcel Service) employees, research support, and assessment. The second section addresses partnerships in the health sciences, including initiatives with the hospitals and the IAIMS (Integrated Advanced Information Management System) grant for informatics. The third section covers partnerships on campus, including partnerships with student groups, a partnership with the information technology department, and Metroversity (i.e., a consortium of academic institutions to support higher education and workforce development). The fourth section discusses partnership with other libraries, including initiatives related to professional education, managerial training, and information literacy training. The fifth section mentions the Kentucky Virtual Library, a statewide library partnership. Examples of other university-libraries partnerships are listed. (MES)

ED 459 775 IR 058 269

Rockman, Ilene
Managing Partnerships with University Support Units.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cooperative Programs; Higher Education; Information Technology; Institutional Cooperation; *Library Extension; *Library Role; Partnerships in Education

This paper describes the following examples of partnerships in which academic libraries have been able to promote their institutional mission: (1) a partnership between the California Polytechnic State University library and the campus bookstore to honor campus authors; (2) a reception held by the Southern Methodist University (Texas) library in conjunction with the

the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Illustrations; Nineteenth Century Literature; Printed Materials; *Printing; *Printmaking
IDENTIFIERS- Historical Background; Illustrators; *Lithographers; *Lithography

This paper discusses the use of lithography in the United States in the early 1800s. Highlights include: the development of lithography in Germany between 1796 and 1798; early expectations for lithography; competition against the existing technology for the production of images--relief prints and copper-plate engravings; examples of 18th-century book illustrations using these earlier technologies; advantages and disadvantages of lithography; examples from the lithographed illustrations from the collection of the American Antiquarian Society; and prominent American lithography firms. (Contains 19 references.) (MES)

ED 459 796 IR 058 291

Gorman, Michael
Bibliographic Control or Chaos: An Agenda for National Bibliographic Services in the 21st Century.
PUB DATE- 01
NOTE- 10p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Cataloging; Classification; Comparative Analysis; *Electronic Publishing; Indexing; *Information Services; *Internet; Media Selection; *Metadata; *National Standards; Printed Materials; Problems
IDENTIFIERS- Anglo American Cataloging Rules 2; *Electronic Resources; Historical Background; International Standard Bibliographic Description; MARC; Universal Bibliographic Control

This paper addresses bibliographic services in the 21st century. The paper begins by reviewing achievements of the past 30 years, including Universal Bibliographic Control (UBC), MARC, International Standard Bibliographic Description (ISBD), and the Anglo-American Cataloguing Rules, 2nd edition (AACR2). The cataloging of electronic resources is then discussed, including problems and the proposed metadata approach to bringing them under bibliographic control. Differences between electronic resources and print documents are delineated. A taxonomy of electronic documents is presented that includes the following categories: (1) ephemera; (2) commercial sites; (3) print-derived resources; (4) electronic serials (free-standing, i.e., not derived from print); (5) digitized archives (textual, sound, and visual); and (6) original creative works (textual, sound, and visual). The question of what standards to use is addressed. Metadata is discussed as an alternative to cataloging, and the possibility of several layers of treatment depending on the value assigned to electronic resources is

Text Categorization for Multi-Page Documents: A Hybrid Naive Bayes HMM Approach.

PUB DATE- 01

NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Supported by EC grant under METAe project.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; Document Delivery; *Electronic Libraries; Information Systems; Library Collections; Periodicals; Scholarly Journals

IDENTIFIERS- Bayes Theorem; Digital Data; *Digital Technology; *Scanning; Text Characteristics

Text categorization is typically formulated as a concept learning problem where each instance is a single isolated document. This paper is interested in a more general formulation where documents are organized as page sequences, as naturally occurring in digital libraries of scanned books and magazines. The paper describes a method for classifying pages of sequential OCR text documents into one of several assigned categories and suggests that taking into account contextual information provided by the whole page sequence can significantly improve classification accuracy. The proposed architecture relies on hidden Markov models whose emissions are bag-of-words according to a multinomial word event models, as in the generative portion of the Naive Bayes classifier. Results on a collection of scanned journals from the "Making of America" project confirm the importance of using whole page sequences. Empirical evaluation indicates that the error rate (as obtained by running a plain Naive Bayes classifier on isolated page) can be roughly reduced by half if contextual information is incorporated. (Contains 30 references.) (Author/AEF)

ED 459 815 IR 058 351

Yaron, David; Milton, D. Jeff; Freeland, Rebecca

Linked Active Content: A Service for Digital Libraries for Education.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 9p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Funded as part of the National Science Mathematics Engineering and Technology Education Digital Library (NSDL) program. Figures may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Active Learning; *Authoring Aids (Programming); Computer Assisted Instruction; Computer Software Development; Cooperation; Curriculum Development; Education; *Electronic Libraries; Information Services; Learning Activities; *Programming

A service is described to help enable digital libraries for education, such as the NSDL (National Science Mathematics Engineering and Technology Education Digital Library), to serve as collaboration spaces for the creation, modification and us

(ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Adult Basic Education; *Adult Development; *Adult Learning; Communication Skills; Competence; *Daily Living Skills; Decision Making Skills; *Educational Needs; Family Work Relationship; Hidden Curriculum; Interpersonal Competence; Learning Processes; Learning Theories; Life Satisfaction; *Lifelong Learning; Postsecondary Education; *Transformative Learning
IDENTIFIERS- *Equipped for the Future; ERIC Digests

Life is more complex than ever for adults in the 21st century as a result of technological advances; the changing nature of work, workplaces, and working relationships; international economic competition; the changing demographics of workers, families, and communities; and longer life spans. Learning to cope with all these changing responsibilities and roles constitutes "the hidden curriculum of adult life." A selection of adult education approaches can be used to help individuals negotiate the curriculum of life challenges. In the 1990s, work-life balance was in vogue, with programs aimed at helping people cope by developing skills in communication, interpersonal effectiveness, and life management or family-career management. The framing of imbalance as a problem and balance as the desirable and achievable alternative suggests that there is an ideal and that our attempts to live up to it are deficient. But who gets to define what work-life balance is? Newer approaches to adult education suggest that instead of merely informational learning, adult education should be transformational. Equipped for the Future (EFF) is one framework developed to help adults integrate their learning in four categories: communication skills, decision-making skills, interpersonal skills, and lifelong learning skills. An Australian framework also takes a transformative approach, with key principles including multiplicity, connectedness, critical intelligence, and transformation. Working toward integration requires transforming our perception about life roles. Transformative learning involves questioning our assumptions and a fundamental rethinking of premises. We need to draw on what we know and how we know it in order to handle the demands of contemporary life. (Contains 14 references.) (KC)

ED 459 324 CE 082 608

Wonacott, Michael E.
Students with Disabilities in Career and Technical Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Development; Career Education; Compliance (Legal); *Disabilities; Educational Legislation; Educational Resources; *Federal Legislation; Individualized Education

Stoneman); and "Building a System to Serve Out-of-School Youth" (Marion Pines, William J. Spring). One paper contains a substantial bibliography. (MN)

ED 459 339 CE 082 692

Busacca, Louis A.
Career Problem Assessment: A Conceptual Schema for Counselor Training.
PUB DATE- 00
NOTE- 29p.; An earlier version of this paper was presented at the Annual Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Choice; *Career Counseling; Career Development; Career Education; *Career Guidance; Classification; Counseling Effectiveness; *Counseling Objectives; Counseling Services; Counseling Techniques; Counseling Theories; *Counselor Training; Curriculum Development; Job Placement; Models; Postsecondary Education; Problem Solving; *Schemata (Cognition); Secondary Education; *Theory Practice Relationship; Vocational Adjustment

Counselor trainees learn about various theories, models, and career assessment measures during their training. However, the transition to practicum and internship often challenges trainees to decide when to apply career theories and measures to specific problems. One proposal is for counselor educators to adopt a taxonomic approach for teaching career problem assessment by using a schema for conceptualizing a client's presenting career problem. The taxonomic model combines a problem-oriented framework with a development-oriented approach to guide the selection of appropriate career services. Two conceptual domains, interpersonal and intrapersonal, each encompass three developmental levels. Within each domain are these three levels of career problems: choosing a career, preparing to enter a chosen occupation, and coping with a career. These domains and levels constitute these six career service areas: career guidance, career placement, career education, career counseling, career development, and career adjustment. For each of the six career service areas, common counselor objectives, theories, and measures have been identified and references to assist in the development of a career course curriculum are available. (Appendixes include 75 references and two tables.) (YLB)

ED 459 340 CE 082 698

Online Learning. ARIS Information Sheet.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

This project aimed to develop a more comprehensive conceptual framework of school-to-work transitions in different national contexts and apply this framework to the empirical analysis of transition processes across European countries. It drew on these two data sources: European Community Labor Force Survey and integrated databases on national school leavers' surveys in France, Ireland, the Netherlands, Scotland, and Sweden. Three broad types of national systems were identified: countries with extensive vocational training systems at upper secondary level, linked to occupational labor markets (Germany, the Netherlands); countries with more general education systems with weaker institutionalized linkages to the labor market (Ireland); and Southern European (SE) countries with less vocational specialization and lower overall attainment than the other groups. In "vocational" systems, young people tended to make a smoother transition into the labor market, while those in SE countries found it more difficult to achieve a stable employment position. Educational level was highly predictive of transition outcomes, which varied by gender, social class, and national origin. Early educational failure had serious negative consequences for young people across all systems. Sixty-three references are listed. A separate annex contains these 17 working papers: "Education and Unemployment" (Brauns, et al.); "Position of Young People and New Entrants in European Labor Markets" (Couppie, Mansuy); "New Entrants and Experienced Workers on European Labor Markets" (Couppie, Mansuy); "European Perspectives on Labor Market Entry" (Gangl); "Education and Labor Market Entry Across Europe over the Last Decade" (Gangl); "Changing Labor Markets and Early Career Outcomes" (Gangl); "Transition from School to Work in Southern Europe" (Iannelli); "Educational Attainment of Young People in the European Union (EU)" (Mueller, Wolbers); "Integration of Young People into the Labor Market Within the EU" (van der Velden, Wolbers); "Learning and Working" (Wolbers); "Transition Process" (Grelet, et al.); "Route to Skills" (Hartkamp, Rutjes); "Apprenticeship in Ireland, the Netherlands, and Scotland" (Hartkamp, Rutjes); "School Effects on Youth Transitions in Ireland, Scotland, and the Netherlands" (Iannelli, Soro-Bonmati); "Young Immigrants on the Labor Market in France and Sweden" (Mansuy, Schroeder); "Relative Labor Market Disadvantage Among the Least Qualified in Ireland, the Netherlands, and Scotland, 1979-97" (McCoy); and "Gender Differentiation in Education and Early Labor Market Transitions" (Smyth). (YLB)

ED 459 356   CE 082 742

Inman, Patricia; Trott, Charles E.
Pre-G.E.D. Assessment and Certification in Illinois: Final Report and Recommendations.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult Education and Literacy Section.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Criterion Referenced Tests; Educational Certificates; Educational Research; Employment Potential; High School Equivalency Programs; Job Analysis; Literacy Education; Nontraditional Education; State Programs; *Student Certification; *Student Evaluation; *Test Selection; *Workplace Literacy
IDENTIFIERS- General Educational Development Tests; *Illinois; Test of Adult Basic Education; *Work Keys (ACT)

Treatment; Predictor Variables; Prevention; Resilience (Personality); Smoking; Trend Analysis
IDENTIFIERS- Inhalants

This report highlights the important trends in adolescent drug use. Although the focus is on the abuse of alcohol, nicotine, marijuana, cocaine, heroin, and inhalants, it is important to remember that adolescents abuse a wide range and combination of drugs. This report also addresses state-of-the-art treatment methods, and summarizes research on risk factors and prevention efforts conducted over the past decade. The information on trends and treatment outcomes provides the critical information needed to direct new strategies for decreasing adolescent drug use in the 21st century. (Contains 13 figures and 49 references.) (ADT)

ED 459 374 CG 031 302

Gordon, Susan M.
Heroin: Challenge for the 21st Century.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Clinics; *Drug Addiction; Gender Issues; *Heroin; *Illegal Drug Use; Intervention; *Outcomes of Treatment; Psychotherapy; Social Problems; Substance Abuse; Trend Analysis; Young Adults
IDENTIFIERS- *Detoxification Centers

The rise in heroin use in the 1990s is attributed to an increase in snorting and smoking heroin as opposed to earlier epidemics that relied on intravenous use. An increase in purity has also added to the addiction problem. The trend towards use by young people was confirmed by the 2000 Monitoring the Future Study, which reported that 10.6% of high school seniors had tried heroin. This document discusses problems faced by the Caron Foundation in treating this new wave of heroin use. It includes profiles of addiction as well as the current trends in heroin use. There is extensive information about the biological, psychological, and social issues surrounding heroin, heroin use, its pharmacological impact, and various treatment protocols. (Contains 15 figures and 53 references.) (ADT)

ED 459 375 CG 031 319

Green, Tammy; Schumacher, Catherine; Middaugh, John; Asay, Elvin; Campbell, Terri; Shober, Beth
Alaska Youth Risk Behavior Survey, 1999 and Alaska School Health Education Profile, 1998.
PUB DATE- 99
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Attitude Measures; Death; Dietetics; Drinking; *Health Education; *High School Students; High Schools; Integrated Services; *Middle School Students; Middle Schools; Physical Activity Level; *Principals; School Counseling; Sexuality; Smoking; Student Behavior; Student Surveys

found as predicted by the theory, such beliefs about motivation were sometimes not predictors of college academic success. Possible explanations for the findings are provided for future research in this area. Survey used in study is appended. (Author/JDM)

ED 459 398 CG 031 445

Ibrahim, Abdel-Sattar
Cultural Perspectives on Mental Health Practice in Arab Countries.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Counseling; Counseling Effectiveness; Counselor Client Relationship; Cross Cultural Studies; *Cultural Traits; Foreign Countries; *Psychological Characteristics; Social Values
IDENTIFIERS- *Arab States

Individuals in Arabian cultures, as in any other culture, are forced into different life experiences and therefore, deliberately and inadvertently, develop many different and unique cultural values and perspectives. When practicing therapy, these differences must be taken into account before maximum success can be achieved. This paper concentrates on exactly this premise. Based on personal practice, anthropological studies, psychosocial research, and personal observations, themes central to four major shared social and psychological characteristics including: religious orientation; communal values; sex taboos; and authority-obedience orientation have been identified. The role of such dimensions in facilitating or hindering treatment effectiveness as it pertains to identifying target behavior, selecting treatment techniques, and identifying treatment goals and prognosis criteria is analyzed. Illustrative case studies and research findings are included. (Contains 51 references.) (Author/JDM)

ED 459 399 CG 031 446

Marrocco, Frank A.
Gender Role Conflict in Young Adult Males as a Function of Paternal/Filial Mutual Identification and Paternal Warmth and Empathy.
PUB DATE- 01
NOTE- 44p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Emotional Response; Empathy; *Fathers; *Identification (Psychology); *Parent Child Relationship; Psychological Patterns; *Sex Role; *Sexual Identity; *Sons

Assertions regarding the impact of the quality of the father-son relationship on sons' gender developmental experience have not been tested empirically in the literature. Such an examination

Webber, Desiree; Shropshire, Sandy
The Kids' Book Club: Lively Reading and Activities for Grades 1-3.
PUB DATE- 01
NOTE- 240p.; Illustrated by Sandy Shropshire.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authors; *Childrens Literature; Class Activities; Learning Activities; Primary Education; *Reading Material Selection; *Reading Motivation; *Recreational Reading
IDENTIFIERS- *Book Clubs; Illustrators

Children learn to love reading by sharing quality books. Intended for children's librarians, media specialists, teachers, day care providers, and parents, this book will make it easy and fun to conduct book club meetings with little preparation time. Everything needed to start a weekly book club at school or at the library is included--detailed instructions for planning and conducting the meetings, book summaries, lists of discussion questions, reproducible activity sheets, and more is contained in the book. Sixteen chapters feature 45- to 60-minute book club sessions, complete with book summaries and filled with read-alouds, games, crafts, discussion questions, and activity sheets. Selected titles in the book include children's book award winners, fantasy, poetry, biography, fiction, and nonfiction--from popular classics such as "Johnny Appleseed" by Steven Kellogg, to newer titles such as "Rattlesnake Dance" by Jennifer Owings Dewey; photographs and biographies provide background information about authors and illustrators. Also discussed in the book are how to conduct meetings, notify parents, moderate discussions, acquire multiple copies of a book, work toward a book club collection, seek funds, implement registration procedures, and handle publicity. The book also includes a sample letter to parents and tips on soliciting donations, determining a suitable location for the meetings, accommodating all ages and interests, and corresponding with authors and illustrators. (NKA)

ED 459 421 CS 014 515

Moustafa, Margaret; Land, Robert
The Effectiveness of "Open Court" on Improving the Reading Achievement of Economically-Disadvantaged Children.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; Low Income; *Program Effectiveness; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; *Urban Education
IDENTIFIERS- California; *Open Court Readers

This study compares average SAT 9 reading scores of second through fifth grade English-only children in schools using "Open Court" (a program for teaching young children to read) with the scores of comparable schools using non-scripted programs in one very large urban school district in California.

the Student Success Initiative, 1999-2000; Kindergarten and First Grade Teacher Reading Academies (Participation in Teacher Reading Academy Sessions; Quality of the Teacher Reading Academy Sessions; Implementation of the Teacher Reading Academy Sessions); Accelerated Reading Instruction (Accelerated Reading Instruction Program Availability and Enrollment; Quality of Accelerated Reading Instruction Programs); and Student Success Initiative Summary. Contains 5 figures of data. An appendix addresses methodology. (NKA)

ED 459 441 CS 014 579

Denton, David R.
Focus on Volunteer Reading Tutors.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Community Support; Elementary Education; *Reading Instruction; *Tutoring; *Volunteers
IDENTIFIERS- *America Reads Challenge; Research Synthesis; *Tutor Role

The America Reads Challenge, created in 1997, is a nationwide effort to expand the use of volunteers to help ensure that all children can read "well and independently by the end of third grade." State involvement in the America Reads Challenge has been primarily through the Federal Work Study (FWS) program for college students. The United States Department of Education will pay up to 100% of the FWS wages of eligible college students who serve as reading tutors to children in preschool and elementary school. Most states also have at least one community-based volunteer-tutoring program that operates under the guidelines of the America Reads Challenge. Unfortunately, relatively little reliable research has focused on determining what volunteer tutors can be expected to accomplish or on identifying the characteristics of effective programs. This report summarizes the findings from several research studies on volunteering conducted so far, specifically discussing the evaluations carried out by Barbara A. Wasik of Johns Hopkins University of 17 programs that used volunteer tutors to help students with reading problems. The report states that Wasik identified several key characteristics of successful volunteer-tutoring programs. It also notes that college students sometimes deviate from lesson plans developed in conjunction with their supervisors, and that this has positive and negative results. The paper concludes that, for many children, volunteer tutors can support the work of expert reading teachers, but tutors' limitations should be recognized clearly and their work should be designed and supervised carefully. (NKA)

ED 459 442 CS 014 580

Meltzer, Julie
Supporting Adolescent Literacy across the Content Areas. Perspectives on Policy and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Secondary Education; Instructional Innovation; Student Writing Models; *Writing Assignments; *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- Personal Writing

This book is designed for teachers who are looking for approaches to make the teaching of writing fresh. The book offers suggestions for writing that are appropriate across the curriculum and for students in Grades K-12. It contains ideas for enlivening students' writing experiences, including an innovative use of the "helping circle." It advises teachers to explore the differences between what the author calls "school" writing and "real" writing and explains how teachers can make both forms work for students. The book contends that successful writing must: appeal to the senses; make use of the author's locale and sense of place; spring from memory and stories; and experience revision and expansion. Student writing samples from actual assignments illustrate key points in the book. A chapter on creating a warm classroom atmosphere gives practical tips on enhancing writing in a collaborative setting. In addition, writing assignments that work across the disciplines guarantee that the book will be useful not only for writing teachers, but for all teachers who use writing as part of their curriculum. Some of the proven teaching tips and strategies that the book outlines are: ideas for preparing the classroom for writing; activities that promote prewriting and rough drafting; steps to encourage students to help each other improve their work; and publishing strategies and creative writing exercises that get students hooked on writing. (Contains 79 references and resources.) (NKA)

ED 459 461 CS 217 764

Abram, Suzanne L.
The Use and Overuse of Electronic Research in Freshman Composition Research Papers: Problems in Traditional and Online Universities.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; Electronic Libraries; *Freshman Composition; Higher Education; Internet; Online Searching; *Research Papers (Students); *Research Skills; *Student Research
IDENTIFIERS- Dilemmas of Schooling

Traditionally, students taking an introductory English composition class have been encouraged to perform their research in the college or university library, but in recent years there has been a trend toward encouraging students to perform part or all of their research for composition research papers on the Internet or within an entirely electronic library. This paper explores some of the advantages and disadvantages in both traditional and online universities in encouraging college students to utilize the Internet and electronic libraries as their predominant research tool for research in English composition. Noting that the ability to perform research is a skill which improves with practice, the paper states that the research paper is traditionally assigned to teach such skills. It points out that the requirements that students use a "spread" of sources is designed to prevent them from focusing their research efforts on the sources they are already familiar with using, as well as to compel students to use more than one research source. The paper finds, however,

Materials; Learning Activities; *Lesson Plans; *Short Stories; *Story Telling
IDENTIFIERS- Ghost Stories

This book contains more than 500 "scary story" resources that are designed to fascinate, delight, and educate students in grades K-6. Written by a school librarian who thinks storytelling is essential in the classroom, the book includes many lesson plans and activities for all curricular areas--English, language arts, social studies, science, math, technology, and art. The book helps educators become familiar with the genre and appreciate the fascination, for scary stories can be thought-provoking, silly, chilling, and fun. It is divided into the following broad parts: (1) Getting Started: Practical Techniques; (2) Lesson Plans and Programs; and (3) Annotations (an annotated list of print and audiovisual materials, Web sites, and highlights of selected stories. (Contains 13 figures.) (NKA)

ED 459 481 CS 510 681

Bechtold, Melanie; Laney, Rick; Renshaw, Cindy; Witte, Mary
The Great Divide: Gender Issues in Attitude, Perception, and Knowledge within the Researched Paper.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Higher Education; Research Needs; *Research Papers (Students); *Sex Differences; *Student Attitudes; *Student Research; *Writing Assignments; *Writing Attitudes; Writing Research

The purpose of this paper is to examine the attitudes, perceptions, and knowledge of males and females in regard to the researched paper. To answer this question, a primary survey was used to gather data as the primary method. A survey was distributed to secondary school students in northeast Indiana as well as undergraduate level writing classes at a northeast Indiana university. Also examined were previously published studies to formulate a foundation for findings. The results of this study indicate that while males and females share similar knowledge about the researched paper, their perceptions and attitudes for a majority of the researched paper are vastly different. This study has several implications; the largest implication is that the researched paper must continue to be taught. Also, more in-depth research must be done in this area. Teachers and the public on all levels will greatly benefit from more published academic research in this area. The survey instrument is attached. (Author/RS)

ED 459 482 CS 510 686

Keaten, James A.
Neurocommunicology: A Model and Implications for Communication Fear Interventions.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

Analysis of the Evening News on ABC, CBS, and NBC" (Anthony Moretti); "Gatekeeping International News: An Attitudinal Profile of U.S. Television Journalists" (Hun Shik Kim); "A Content Analysis of Television News Magazines: Commodification and Public Interest" (Kuo-Feng Tseng); "Agenda Setting and Its Theoretical Elaboration" (Namkee Park); "National News Cultures: Towards a Profile of Journalists Using Cross-National Survey Findings" (Mark Deuze); and "Civic Journalism in the 2000 U.S. Senate Race in Virginia" (David Kennamer and Jeff South). (RS)

ED 459 501 CS 510 719

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Religion and Media Interest Group.
PUB DATE- 01
NOTE- 100p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Higher Education; *Journalism Education; Legal Problems; *News Writing; Newspapers; *Religion; *Religious Factors
IDENTIFIERS- *Christian Science; Frame Analysis; *Media Coverage

The Religion and Media Interest Group section of the proceedings contains the following 4 selected papers: "'Where All Things Are Pure and of Good Report': The Doctrinal Theology, Religious Practice, and Media Manipulation of the Christian Science Church" (Douglas J. Swanson); "Religion and Topoi in the News: An Analysis of the 'Unsecular Media' Hypothesis" (Rick Clifton Moore); "Gone Fishin': A Framing Analysis of the Fight over a Small Town's City Seal" (Mark Paxton); and "'Jesus Sends Dolphins To Save Cuban Child': How the Press Played the 'God Angle' in the Elian Gonzalez Story" (Susan Willey). (RS)

ED 459 502 CS 510 720

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Science Communication Interest Group.
PUB DATE- 01
NOTE- 153p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Conservation (Environment); Higher Education; Information Dissemination; Information Processing; Internet; *Journalism Education; *Mass Media Effects; Risk; *Scientific and Technical Information
IDENTIFIERS- Communication Behavior; Environmental Attitudes; Environmental Problems; Environmental Protection Agency; Food Safety

The Science Communication Interest Group section of the proceedings contains the following 6 selected papers: "The Internet and the Environmental Protection Agency: Public Access to Toxic Chemical Off-Site Consequence Information" (James F. Carstens); "Motivations To Participate in Riparian Improvement Programs: Applying the Theory of Planned Behavior" (Julia B. Corbett); "Experts in All Areas: Medical and Scientific Sources much time should be spent, and what approaches will be most helpful to students. Tips are given on how teachers can use classroom activities, homework, and ongoing assessment practices to help students perform well on tests. Examples are given of what schools have learned from experience about providing a calm, structured environment that decreases student stress. Other issues discussed are children with special needs, integrating assessment and instruction in ways that support student learning, and effectively communicating test results to parents and enlisting assistance from parents. (Contains 87 references.) (RT)

ED 459 523 EA 031 473

Jandris, Thomas P.
Data-Based Decision-Making. Essentials for Principals TM .
PUB DATE- 01
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administration; Administrator Guides; Data Analysis; *Decision Making; *Educational Assessment; Elementary Secondary Education; *Evaluation; *Instructional Improvement; Intervention; Program Implementation

The standards and accountability movement of the last decade has resulted in the collection of more assessment data about students than ever before. Often, the results from high-stakes tests have been used merely to grade and rank schools and students. A new trend, however, has emerged where school leaders see the power of using these same assessment data to improve instruction at the school, classroom, and student levels. This publication is designed to give school leaders a detailed understanding of assessment so they and their schools can make the best possible use of this tool for educational improvement. Information is included about the "big picture" of assessment today; implementation of an effective schoolwide assessment program; the assessment "process," including aspects such as reflecting on the data and providing interventions based on assessment results; ways to enhance the effectiveness of classroom assessments in providing useful data; the importance of incorporating data into a cycle of continuous improvement; and the use of technology to strengthen the assessment process. The publication ends with a list of Web resources for using assessment data, a list of recommended books and articles, and an assessment glossary. (Contains 99 references.) (RT)

ED 459 524 EA 031 474

Patterson, Jean
School Leader's Guide to Special Education. Essentials for Principals TM .
PUB DATE- 01
NOTE- 115p.; "With Nancy Protheroe."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; Child Abuse; Child Neglect; Drug Abuse; *Economic Change; *Economic Factors; Elementary Secondary Education; Emotional Abuse; Family Problems; Family Violence; High Risk Students; Homeless People; Population Trends; Pregnant Students; Racial Composition; School Demography; School Safety; *Social Change; Social Distribution; *Social Problems; Unwed Mothers; Urban Demography; Violence

Schools are very sensitive to the rapid social, economic, and demographic changes that the United States is presently undergoing. They are at a disadvantage compared to most other social institutions because, in serving a younger population, they have less lead time to prepare for changes in the complexion of society. Young people in today's world face a barrage of challenges and stresses that may prevent them from attaining their full academic potential. A large number of children arrive at school mentally or emotionally unprepared to learn what is being taught. Some have been abused or neglected, others lack English proficiency, and still others come from families that have no home or are forced to live in unsafe neighborhoods. Pregnant teens, teen parents, and youth with drug or alcohol problems are at high risk of school failure or dropping out. These factors are presented in their own sections: social and economic context, racial/ethnic diversity, linguistic diversity, changing family patterns, poverty, homelessness, teen pregnancy, availability of drugs and alcohol, violence and school safety, factors that inhibit risky student behavior, and demographic planning. (RT)

ED 459 544 EC 308 702

Fuchs, Douglas; Fuchs, Lynn S.; Mathes, Patricia G.; Lipsey, Mark W.; Roberts, P. Holley
Is "Learning Disabilities" Just a Fancy Term for Low Achievement? A Meta-Analysis of Reading Differences between Low Achievers with and without the Label. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Learning Disabilities Summit: Building a Foundation for the Future (Washington, DC, August 27-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classification; *Disability Identification; Elementary Secondary Education; Eligibility; High Risk Students; Intervention; *Labeling (of Persons); *Learning Disabilities; *Reading Difficulties; Referral; Special Education; *Student Characteristics

This paper reports the results of a study that investigated the reading differences between students who were low achieving, both with and without the label of learning disabilities (LD). Seventy-nine studies were chosen to calculate reading performance differences between low achievers with and without the LD label. The substantive and methodological features of the 79 studies were coded to identify potential sources of effect size variance. Preliminary statistical analyses were then conducted to determine which reading domains and types of research designs provided a defensible data set for meta-analytic aggregation. Then averages were taken across comparable reading domains. An overall weighted mean effect instruction within general kindergarten classrooms. To develop and evaluate the program, experimental studies were run investigating the effects of a highly structured, class-wide peer-tutoring program. The effects of the programs that emphasized phonological awareness versus beginning word analysis were examined, along with the effects on the development of phonological awareness and other emergent literacy skills of kindergarten children with disabilities, and the incidental benefits for other students in these classrooms. The children were followed though first grade to examine effects on reading development. Results of the project indicate that: (1) peer-mediation was a productive format for delivering reading readiness programs to children as young as 5 years old; (2) the nature of peer-mediated programs should focus on decoding activities rather than on phonological awareness activities; (3) effects for students with and without disabilities were similar in nature; (4) effects were similar in high-poverty and middle-class schools; and (5) the kindergarten teachers were enthusiastic about their participation in Peer-Assisted Learning Strategies. (CR)

ED 459 564 EC 308 752

Maine Special Education Regulations: Chapter 101.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classification; Compliance (Legal); Definitions; *Disabilities; Discipline; Due Process; Educational Finance; *Educational Legislation; Elementary Secondary Education; Eligibility; Evaluation Methods; Individualized Education Programs; Legal Responsibility; Referral; School Responsibility; Services; *Special Education; *State Aid; *State Regulation; Student Evaluation; Student Placement; Student Records; Student Rights
IDENTIFIERS- *Maine

This document contains regulations governing the provision of equal educational opportunities and free, appropriate public education in the least restrictive educational alternative to all Maine student residents with disabilities between the ages of 5 and 20. Twenty sections contain provisions relating to: (1) the policy and purpose of special education; (2) definitions of special education terms; (3) the classification of students with disabilities; (4) the responsibility of the state for providing special education services; (5) special education services; (6) supportive services; (7) child find and referrals; (8) the pupil evaluation team process; (9) evaluation and identification of students with disabilities); (10) the Individualized Education Program; (11) the least restrictive environment alternative; (12) due process requirements; (13) dispute resolution procedures, including mediations, complaints, and hearings; (14) the discipline of students with disabilities; (15) education records; (16) special education reviews; (17) state approval of programs at private schools; (18) the state subsidy and direct payments for special education programs; (19) public school tuition computations; and (20) private school tuition computations and approval procedures. An appendix includes provisions defining the "use of a dangerous weapon." (CR)

ED 459 565 EC 308 753

develop a personnel preparation program for early childhood specialists that emphasized an interdisciplinary, inclusive approach. Critical features and goals included: (1) a sequence of competency-based coursework and seminars that prepared students in child-related, team-related, and agency-related competencies; (2) integration of course content to increase the number of licensed personnel possessing the competencies to provide comprehensive, transdisciplinary services to infants, toddlers, and preschool children and their families in natural settings; (3) an interdisciplinary focus that prepared personnel to assume diverse roles and responsibilities related to meeting the needs of young children with disabilities and their families; and (4) expand the knowledge of how to most effectively implement a "research into practice" model of personnel preparation. (SG)

ED 459 583 EC 308 772

Grisham-Brown, Jennifer
Project Options: An Interdisciplinary Outcome-Based Training Program for Preparing Early Childhood Personnel. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Family Programs; Higher Education; Inclusive Schools; Interdisciplinary Approach; Nontraditional Education; Personnel; *Professional Education; *Rural Education; *Special Education Teachers; Specialists; Teaching Models
IDENTIFIERS- University of Kentucky

This final report summarizes the activities and evaluation of Project Outcomes, a program developed at the University of Kentucky to prepare personnel to work with young children and their families in inclusive settings. The program was built around three unique components: (1) individual program plans were developed for each student; (2) each course was offered in an alternative format, such as distance learning, weekend courses, summer institutes, and night courses; and (3) the project focused on developing partnerships with families. The outcomes of the project were: (1) an increased number of early childhood personnel trained to work in both urban and rural areas; (2) increased educational opportunities for nontraditional students; and (3) increased opportunities for collaboration between professionals and families. The project accomplished all of its outcomes at a cost of about $5,520 per student. Students in rural and urban settings were able to take courses together, and of the 28 students who have finished or are nearing graduation, all are working with young children birth to 8, with the majority working in inclusive programs for children who are birth to five. Included are lists of courses offered throughout the life of the project, inservices attended and conducted, professional conference presentations given, and research conducted. (SG)

ED 459 584 EC 308 773

Rule, Sarah
Recruitment and Preparation of Personnel Qualified To Serve Young Children with Disabilities. Final Performance Report.

Names--The Mirror of Society.
PUB DATE- 01
NOTE- 8p.; Paper presented at the annual Massachusetts State Colleges Graduate Resarch Symposium (Fitchburg, MA, March 30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Comparative Analysis; Cultural Education; Cultural Influences; *Cultural Relevance; Language Patterns; Lexicology; *Onomastics; Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- China; *Personal Names

Everyone has a name. Names are more than a symbol or label. The culture of a people finds expression in the language they employ. When personal names are studied historically, philosophically, etymologically, and psychologically the reflection of the social and natural environment can be perceived. This paper focuses on the analysis of the formation of personal names, the semantic meaning and the connotation embedded in names, and the connection between given names and Chinese culture. The paper concludes that names are the mirror of society. (KFT)

ED 459 607 FL 026 990

Daines, Erika
Virtual Investing in the German-for-Business Course: Combining Language, Culture and Business.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual San Diego State University Center for International Business Education and Research (CIBER) and U.S. Department of Education Conference on Language, Communication and Global Management (San Diego, CA, March 28-31, 2001). Color graphs may not reproduce adaquately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Business Education; *College Students; Computer Uses in Education; *German; Higher Education; Listening Skills; Reading Skills; *Second Language Instruction; Second Language Learning; Speech Skills; World Wide Web; Writing Skills
IDENTIFIERS- Content Area Teaching; Weber State University UT

Business German classes at the university level have been very much in demand in recent years even though some German departments in universities have been forced to close. One reason for this is that these courses are at the cutting edge of trends toward more student-centered approaches in foreign language instruction and the move toward more content-based instruction. This paper describes two business German courses taught at Weber State University in Utah--one dealing with business topics, the other dealing with economic and international issues as they relate to German-speaking countries. The paper goes on to describe how students play a Web-based German language virtual investing game. They are forced to read and struggle to understand German-language financial records, company annual reports, and the business press in order to make informed decisions about which companies to "virtually" invest in. Class activities and Web site for the individual but also for the community. (SM)

ED 459 628 FL 027 127

Rodgers, Theodore S.
Language Teaching Methodology. ERIC Issue Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Curriculum Development; Learning Strategies; Multiple Intelligences; Phrase Structure; Second Language Instruction; Second Language Learning; *Teaching Methods; Teaching Styles
IDENTIFIERS- Content Area Teaching

This paper gives an overview of 10 directions language teachers might take in the future. After providing background on the history of language teaching, language teaching methodology is defined and a distinction is made between methodologies and approaches. Next, the 10 scenarios are briefly described. They include the following: teacher/learner collaborates; method synergistics; curriculum developmentalism; content-basics; multintelligencia; total functional response; strategopedia; lexical phraseology; o-zone whole language; and full-frontal communicativity. (VWL)

ED 459 629 FL 801 455

McMurrer, Eileen; Terrill, Lynda
Library Literacy Programs for English Language Learners. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *English (Second Language); *Library Role; *Library Services; *Literacy Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest summarizes the history of public libraries and library literacy programs; describes current delivery models; and discusses initiatives in library literacy, profiling one successful public library program that serves adult English language learners and their families. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/VWL)

ED 459 630 FL 801 481

Moine-Boothe, Judith D., Ed.
Notes on Literacy, 2000.
PUB DATE- 00
NOTE- 110p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Programs; *Females; Foreign Countries; *Gender Issues; *Graduate Study; Higher Education; *Student Adjustment
IDENTIFIERS- Australia; *England; North America

This guide is designed to help women undertake and enjoy working for a doctorate as they recognize the rules of the academic game. The situation in the United Kingdom is compared with that of North America and Australia, and the pros and cons of acquiring a Ph.D. and the new professional doctorates are discussed. The chapters are: (1) "Understanding the Rules of the Game"; (2) "Deciding To Do a Doctorate"; (3) "Where To Study: Finding the Right Supervisor and the Right University"; (4) "Finding the Time, Money and Space"; (5) "Getting off to a Good Start"; (6) "How To Access Work on Gender When Your Supervisor Doesn't Know What He (or She) Doesn't Know"; (7) "Keeping Going and Staying the Course"; and (8) "Completion, the Viva and Life after the Doctorate." (Contains 341 references.) (SLD)

ED 459 653 HE 034 543

Schmelkin, Liora Pedhazur; Kaufman, Aviele M.; Liebling, Dana E.
Faculty Assessments of the Clarity and Prevalence of Academic Dishonesty.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; *College Faculty; College Students; Definitions; Higher Education; *Teacher Attitudes

Despite the fact that cheating on tests and other forms of academic dishonesty are rampant, there is no standard definition of academic dishonesty, nor is there agreement as to the particular behaviors that constitute cheating. In this study, a survey was administered to 160 university professors in order to obtain faculty estimates of the clarity and prevalence of types of academic dishonesty. Results indicate that most faculty members had encountered incidents of cheating. While professors agreed on certain behaviors as clear examples of dishonesty, other behaviors produced a greater variety of opinions. The most commonly offered reasons for not taking action on encountering incidents of cheating were insufficient proof of the occurrence of an infraction and the difficult process involved in reporting violations. Increasing administrative support of professors and educating students about the University policy on cheating are suggested avenues for increasing faculty reports of cheating. (Contains 1 table and 11 references.) (Author/SLD)

ED 459 654 HE 034 545

Chung, Bong Gun
The University Reform in Korea: A Deregulation To Be Deregulated?
PUB DATE- 01
NOTE- 13p.; Paper presented at the Institute of Asia-Pacific Educational Development International Conference on Education Research (2nd, Seoul, Korea, October 25-26, 2001).
LANGUAGE- English

students in the 1995 National Postsecondary Student Aid Study. First generation students are those whose parents did not attend college. Based on logistic regression results, first generation status is a factor in the persistence of college students. First generation students are 4% less likely to persist than second generation students. Several social capital variables, such as attending a private high school, type of high school curriculum, taking remedial courses, and having siblings in college were not statistically significant in the logistic regressions. Not having e-mail, which could be construed as a form of social capital, and delaying entry into college had statistically significant negative effects on the odds that students would persist to their second year. Being from a family where a language other than English was spoken had a positive influence on the odds of persisting. Not participating in a study group with other students and dissatisfaction with college costs and intellectual development had negative impacts on persistence. The study discusses some implications for educators attempting to increase student persistence. (Contains 7 tables and 38 references.) (SLD)

ED 459 674   HE 034 579

Roberson, Thelma; Klotz, Jack
Confronting Design Problems in Developing On-Line Courses in Higher Education.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Design; Delivery Systems; Educational Technology; Higher Education; Instructional Design; *Online Systems; *World Wide Web

This paper outlines design problems and other instructional delivery issues that need to be addressed by potential on-line program designers, and it suggests some possible solutions to these problems. The first issue was transforming a traditional, three-credit course in a developing student-centered curriculum into a course delivered through WebCT format. WebCT was the method of choice because the university had committed resources to this format. It was necessary to train instructors to use WebCT, to plan for a team effort, and then to develop a syllabus. Technology delivery strategies were chosen, including chat rooms, Internet bulletin boards, and communication through e-mail correspondence. Other options were not selected because of practical constraints in the course situation. In the actual delivery of the course, a number of issues had to be considered: (1) students' technological capacity to function as online learners; (2) technological support for students and instructors; (3) time zone and international server problems; (4) the compatibility of America Online with WebCT; (5) firewall protection that sometimes blocked the chat function; and (6) other technological problems. The paper concludes that overall addressing these issues will help in the development of an online course that satisfies both student and instructor needs. (SLD)

ED 459 675   HE 034 581

technical terms. (AEF)

ED 459 692 IR 021 051

Mathews, J. B.
An Educational Network Study in Three States: Success Factors and Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 66p.; A SREB-SEIR*TEC Publication. Chapter 2 was written by Lou Parker.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Educational Policy; *Educational Technology; Elementary Secondary Education; *Information Networks; *State Programs; *Statewide Planning
IDENTIFIERS- Florida; Georgia; Oklahoma; *Southern Regional Education Board; Wide Area Networks

This report is part of the Southern Regional Education Board (SREB) Educational Technology Cooperative's ongoing study of state educational networks. The current report is based on a study of statewide educational networks in three SREB states during May-September 1998, including a review of published materials obtained from network and agency offices as well as visits and interviews with officials and personnel who develop, operate and use the networks. It outlines significant aspects of state wide area network (WAN) development and operation, specific success factors and challenges. This report is intended to provide information to help policy and management personnel in education agencies who are interested in planning further development of their statewide educational networks. The first three chapters describe the statewide educational networks in Florida, Georgia, and Oklahoma, and identify success factors and issues in each state. The fourth chapter, which draws from the first three and from discussions of the SREB Educational Technology's Telecommunications and Infrastructure Task Group, highlights critical factors for consideration by any state planning to develop or expand a statewide educational network. (AEF)

ED 459 693 IR 021 052

Burke, Jennifer
Technology Standards for Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.; A SREB-SEIR*TEC Publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Computer Literacy; Computer Uses in Education; Educational Development; Educational Policy; Educational Principles; *Educational Technology; Elementary Secondary Education; Skill Development
IDENTIFIERS- *United States (South)

In many states technology standards for students have focused on basic computer skills, but more standards are beginning to focus on identifying technology skills that students need for school and the workplace. In most states in the Southern

Abdallah, Cendrella H.
IFLA in Jerusalem, "Information for Co-Operation: Creating the Global Library for the Future."
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; *Conferences; Evaluation Criteria; Foreign Countries; Islam; Judaism; *Library Associations; Political Influences; Religious Factors; *Site Selection
IDENTIFIERS- *International Federation of Library Associations; Israel (Jerusalem)

The purpose of this paper is to analyze and assess the choice of Jerusalem (Israel) for the 66th IFLA (International Federation of Library Associations and Institutions) Council and General Conference (Jerusalem, Israel, August 13-18, 2000) and to provide some recommendations and suggestions for similar situations in the future. The paper asserts that in selecting Jerusalem, IFLA failed to fulfill its aims, its General Conference goals, its General Conference theme for that year, and its criteria for selecting a location. Following an introduction, the first section describes results of the selection of Jerusalem, including a boycott by Arab and Islamic countries and the withdrawal of the Arab Federation for Libraries and Information from the conference altogether. The second section discusses the inescapably political nature of the conference. The third section evaluates the Jerusalem conference. (Contains 13 references.) (MES)

ED 459 712 IR 058 206

Morris, Anne
Knowledge Management: Opportunities for LIS Graduates.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Opportunities; Foreign Countries; Graduate Study; Higher Education; *Information Management; *Information Science Education; *Information Scientists; *Job Skills; Program Development
IDENTIFIERS- Advertisements; *Knowledge Management; Loughborough University of Technology (England); Market Research; United Kingdom

Market research has been undertaken in preparation for a new postgraduate program in "Information and Knowledge Management" to be taught by the staff at the Department of Information Science at Loughborough University (England). The research was needed to shape the curriculum and to define program parameters. This paper presents the findings of a study that investigated the availability and types of jobs in this field, the skills and types of personnel sought by employers and whether demand is currently being met in the United Kingdom.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Library Administration; Library Funding; *Library Services; User Satisfaction (Information); Users (Information)
IDENTIFIERS- Electronic Resources; Germany; *Performance Indicators

In order to evaluate and utilize library data for the management process, a German project, sponsored by the German Research Council, uses the Balanced Scorecard as the concept for integrated quality management. Performance indicators across the following four perspectives are combined to produce a balanced evaluation of the library: (1) users, including market penetration, user satisfaction rate, user satisfaction with opening times, library visits per member of the population, immediate availability, percent of the population using electronic library services, and percent of remote accesses to electronic library services of all accesses; (2) finances, including total costs of the library per active user, total costs of the library per library visit, acquisitions expenditure compared to the total costs of the library, and percent of staff costs per library service/product to total staff costs; (3) internal processes, including acquired media per staff year, average media processing time, number of stages involved in providing a product/service, and percent of all staff costs spent on electronic services; and (4) potentials (innovation), including library budget as a percent of the institution's budget, percent of the library's budget from project funding or income generation, number of training lessons per staff member, and number of short-time illnesses per staff member. (MES)

ED 459 733 IR 058 227

Smith, Alan E.
For National Memory and for Democratic Accountability: In an On-Line Age, Are These Conflicting Tensions Still Manageable within the Construct of "Official Information"?
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Case Studies; *Electronic Publishing; Foreign Countries; *Government Publications; Problems; *World Wide Web
IDENTIFIERS- New Zealand

This paper discusses the significance of digital publication of official government information, focusing on New Zealand. The concepts of the national state and official information are described. E-government is addressed, including benefits and risks of online publication. Three case studies are presented: (1) publication of the New Zealand First 1996 party manifesto only on the World Wide Web; (2) publication of the 1999 "New Zealand Official Yearbook" only on the Web; and (3) the recent use of the published records of 19th century colonial governments as an example of historical official publication

NEDLIB (Networked European Deposit Library); and TEL (The European Library). (MES)

ED 459 754 IR 058 248

Balatti, David
The Canadian National Bibliography: 50 Years of Continuity and Change.
PUB DATE- 01
NOTE- 5p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; Conferences; Foreign Countries; Library Role; *Library Services; *National Libraries; Standards
IDENTIFIERS- Historical Background; International Standards; *National Bibliographies; National Library of Canada

This paper discusses the creation and evolution of "Canadiana," the national bibliography of Canada. Highlights include: (1) the need for national bibliographic services; (2) the comprehensive scope of Canada's national bibliography, which includes works about Canada and foreign-published items written by Canadians in addition to titles published in Canada; (3) the challenges of keeping the bibliography up-to-date; (4) a comparison of the first and last issues of "Canadiana," illustrating its growth; (5) the recommendations of the International Conference on National Bibliographic Services related to coverage, presentation, timeliness, legal deposit, and international standards; and (6) accomplishments and current challenges. (MES)

ED 459 755 IR 058 249

Cornish, Graham P.
License Fees: Barrier or Opportunity for Access to Electronic Content?
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Fees; *Information Services; Legislation; User Needs (Information); Users (Information)
IDENTIFIERS- *Electronic Resources; *License Agreements

This paper on licensing fees for information services begins by defining the concept of a license and poses the question of whether licenses are "friends or foes." License differences between the traditional paper and electronic worlds are summarized, including issues related to copying, transmission and publishing, prevention of illegal copying, integrity and paternity, and problems of transformation, translation, and adaptation. Legislation in some countries permitting material to be copied for the benefit of VIPs is also addressed. The following benefits of licenses are listed: establish a proper faculty senate and friends of the libraries to recognize faculty authorship, editorship, and artistic works; (3) a World Wide Web page developed at Biola University (California) to solicit donations for a new library resource center; (4) honoring library student assistants, e.g., by plating books in honor of graduating students; (5) outreach to athletes, e.g., an e-mail reference service at the University of Wisconsin-Madison and the "Baskets for Books Program" at California State University, Fresno; (6) cultural offerings, e.g., concerts at the University of California, Los Angeles, art displays at Sonoma State University (California), and public lectures and spoken arts events at Villanova University (Pennsylvania), Rice University (Texas), and California Polytechnic State University; (7) information technology services, including installation of a wireless network and laptop computers at California State University and the use of PDAs (Portable Digital Assistants) at Virginia Commonwealth University; and (8) cyber cafes at Johns Hopkins University (Maryland) and Brooklyn College (New York). (Contains 17 references.) (MES)

ED 459 776 IR 058 270

Vassilouni, Stavroula
The Role of the Directorate of Studies in the Legislative Work of the Hellenic Parliament.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Evaluation Methods; Foreign Countries; *Government Libraries; *Legislation; Legislators; *Library Role; *Library Services; User Needs (Information); Users (Information)
IDENTIFIERS- Greece; *Legislative Research; *Parliamentary Libraries

This paper discusses the role of the Directorate of Studies in the legislative work of the Hellenic Parliament (Greece). The first section describes the establishment and organization of the Directorate of Studies, which consists of three departments: the department for the elaboration of bills and law proposals, the department for parliamentary research and studies, and the Secretariat. The second section covers the duties and responsibilities in legislative work of the Directorate of Studies, including its principle role of assisting the legislative work of the Parliament in a purely scientific manner, impartially and objectively without any influence from political parties, as well as several domains in day-to-day parliamentary work, e.g., elaboration of reports on bills/law proposals, answering questions submitted by representatives, legislative research, and other forms of assistance. The third section presents a SWOT (Strength, Weakness, Opportunities, Threats) analysis. (Contains 31 footnotes.) (MES)

ED 459 777 IR 058 271

Chiwandamira, Lyn
Integration of Information Services in the Parliament of Zimbabwe.

considered. The question of how the cataloging of electronic resources is to be organized is then addressed, including how to identify worthwhile materials, creating and maintaining the resulting databases, and coordinating the national effort. (Contains 17 references.) (MES)

ED 459 797 IR 058 292

Changxing, Ying; Zuzao, Lin
The Construction of Infrastructure for Library's Digital Document Telecommunications.
PUB DATE- 01
NOTE- 11p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Publishing; Information Technology; *Library Automation; Library Facilities; Library Services; *Local Area Networks; *Telecommunications
IDENTIFIERS- *Digital Data; Electronic Resources; *Telecommunications Infrastructure

This paper discusses the construction of the infrastructure for libraries' digital document telecommunications. The first section describes the topologies of the library LAN (Local Area Network) cabling system, including the main characteristics of the LAN and three classical topologies typically used with LANs, i.e., the bus, star, and ring topologies. The second section addresses using the PDS) Premises Distributing System for libraries' LAN cabling work, including the working area, horizontal, management, backbone, equipment, and entrance facility subsystems. The third section covers the transmission media (cable) for libraries' electronic document transportation, including unshielded twisted-pair cable, shielded twisted-pair cable, fiber optics, and coaxial cable. The fourth section suggests the distribution of outlets for library electronic document transportation in accordance with the following library functions or areas: electronic bibliographic service work; reading/reference service area; closed stack rooms of books, periodicals, and newspapers; technical services department; the service area of audiovisual and multimedia materials; office automation; and the fire and security alarm. (MES)

ED 459 798 IR 058 293

Burnett, Kathleen
Interaction and Student Retention, Success and Satisfaction in Web-Based Learning.
PUB DATE- 01
NOTE- 14p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Translations (170)
DESCRIPTORS- Comparative Analysis; Cooperative Learning; Decision

of active learning experiences. The goal is to redefine the line between those activities that fall within the domain of computer programming and those that fall within the domain of content authoring. The current location of this line, as defined by Web technologies, is such that far too much of the design and development process is in the domain of software creation. This paper explores the definition and use of "linked active content," which builds on the hypertext paradigm by extending it to support active content. This concept has community development advantages, since it provides an authoring paradigm that supports contributions from a more diverse audience, including especially those who have substantial classroom and pedagogical expertise but lack programming expertise. It also promotes the extraction of content from software so that collections may be better organized and more easily re-purposed to meet the needs of a diverse audience of educators and students. (Contains 20 references.) (Author/AEF)

ED 459 816 IR 058 352

Laleuf, Jean R.; Spalter, Anne Morgan
A Component Repository for Learning Objects: A Progress Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Sponsored by NSDL and STC grants, and Sun Microsystems. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Software Development; Educational Environment; Educational Technology; *Electronic Libraries; Instructional Materials; Introductory Courses; Library Materials; *Material Development; Programming

An important category of SMET digital library content will be highly interactive, explorable microworlds for teaching science, mathematics, and engineering concepts. Such environments have proved to be extraordinarily time-consuming and difficult to produce, while threatening the goals of widespread creation and use. One proposed solution for accelerating production has been the creation of repositories of reusable software components or learning objects. Programmers would use such components to rapidly assemble larger-scale environments. Although many agree on the value of this approach, few repositories of such components have been successfully created. This paper suggests some reasons for the lack of expected results and proposes two strategies for developing such repositories. A case study is reported that provides a proof of concept of these strategies. (Contains 20 references.) (Author/AEF)

ED 459 817 IR 058 353

Marshall, Catherine C.; Price, Morgan N.; Golovchinsky, Gene; Schilit, Bill N.
Designing e-Books for Legal Research.
PUB DATE- 01
NOTE- 9p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not

Programs; Integrated Curriculum; Mainstreaming; *Outcomes of Education; Regular and Special Education Relationship; Secondary Education; *Teacher Role; Technical Education; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- Americans with Disabilities Act 1990; *Career and Technical Education; Carl D Perkins Voc and Appl Techn Educ Act 1990; ERIC Digests; Individuals with Disabilities Educ Act Amend 1997; Rehabilitation Act 1973 (Section 504)

Career and technical education (CTE) can provide significant benefits to students with disabilities. Research shows that students with disabilities in secondary CTE programs were less likely to drop out and more likely to be employed, to have paid competitive jobs, and to work full time after high school, especially if they were mainstreamed and provided that they had work experience in their high school CTE programs. Four federal laws define the rights of students with disabilities: two federal civil rights laws, the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, require access and prohibit discrimination for students with disabilities in all federally funded programs and public education programs. The 1998 Perkins Act requires equal access for special populations to all vocational programs, and the Individuals with Disabilities Education Act (IDEA), as amended in 1997, establishes the right of students with disabilities to a free appropriate public education and mandates Individualized Education Programs (IEPs) for students with disabilities. To meet the students' needs, CTE teachers need background information on students' disabilities and on appropriate accommodations. CTE teachers help develop IEPs, instruct students with disabilities, and provide appropriate work-based experience. Thus, a CTE teacher is one member of a team helping students with disabilities participate fully and meaningfully in high quality education, providing a strong mix of academic, functional, and occupational programs carefully linked to each other and to work experience and delivered with customized accommodations to meet the students' individualized needs. (Contains 14 references.) (KC)

ED 459 325 CE 082 609

Ziegahn, Linda

Considering Culture in the Selection of Teaching Approaches for Adults. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adult Basic Education; Adult Education; Adult Educators; Adult Learning; *Adult Students; Classroom Techniques; *Cultural Awareness; Cultural Background; Cultural Context; Cultural Differences; Cultural Exchange; Cultural Influences; Cultural Pluralism; *Cultural Traits; Culturally Relevant Education; Intercultural Communication; Postsecondary Education; Social Differences; Student Characteristics; Student Subcultures; *Teacher Attitudes; Teacher Effectiveness; *Teaching Methods; *Teaching Styles

IDENTIFIERS- *Cultural Sensitivity; *ERIC Digests

Cultural differences, including the personal cultures of learners and educators and the culture of the larger social-political

DESCRIPTORS- Access to Computers; Adult Basic Education; Adult Educators; *Adult Literacy; Communications; Computer Oriented Programs; Computer Uses in Education; Developed Nations; *Educational Environment; Educational Technology; Family School Relationship; Foreign Countries; Information Technology; *Instruction; Learner Controlled Instruction; *Literacy Education; Online Courses; *Online Systems; Outcomes of Education; *Professional Development; School Culture; Student School Relationship; Teacher Role
IDENTIFIERS- *Australia

The adult literacy community is undergoing a period of rapid change due to the expanding role of information and communication technologies (ICT). Developments in instructional and educational design and enhanced technical capabilities have impacted on the range of online learning being offered. The online learning environment has evolved into a place where ideas and information can be exchanged, modified, and challenged. These four major features of online learning that inform the different approaches to online learning across courses in academic settings, but that are equally relevant in adult literacy education, have been identified: dialogue, involvement, support, and control. In each feature, the role of the teacher is being redefined and the dynamics of the learning environment are being reframed. In recent discussions about evolving online pedagogy, there has been a move away from didactic, teacher-centered learning toward "constructivist," learner-directed learning. Students' increased ICT confidence leads to changing identities and roles in family and society. Teachers must develop ICT skills and move through levels of skill development with an understanding of their links and progress. The challenge is to keep access and equity in ICT at the forefront for adult literacy students and practitioners across community and institutional education settings. (15 references) (YLB)

ED 459 341 CE 082 700

Bradshaw, Delia
Teachers Transform Lives.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 01
NOTE- 5p.; Paper presented at the Adult Learners' Week Dinner for Teachers, organized by the City of Greater Dandenong ACE Cluster (September 7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Educators; Developed Nations; Educational Principles; Foreign Countries; *Literacy Education; *Teacher Characteristics; Teacher Effectiveness; *Teacher Influence; *Teacher Role; Teacher Student Relationship; Transformative Learning

Teachers transform lives, and the ripple effect goes on for years. Three pertinent questions are asked in this paper: Where does this power come from? What is its source? and What makes teachers so special? Two aspects of these questions are the multiplicity of identities that coexist within each teacher and the passion inside teachers that springs from a core set of values or ethical principles. First, multiple identities are found in teachers. The teacher as circus performer uses the language of circus performance to highlight how adept and versatile teachers are. The teacher as synthesizer refers to

Research identified a literacy assessment program applicable to the adult population functioning at pre-General Education Development (GED) test levels. An attempt to align the Test of Adult Basic Education (TABE) with the Illinois State Board of Education Learning Standards failed. ACT Work Keys emerged as the recommended and most effective assessment tool for the pre-GED population. (ACT was formerly American College Testing.) Work Keys, a criterion-referenced testing system, assessed and acknowledged learner strengths in a portfolio-type report that employers easily understood. Levels of achievement were identified, but articulation of specific skills was the strength of this program. Work Keys consisted of multiple components: assessment, job profiling, instructional support, and reporting. Service centers--six in Illinois--provided for distribution of assessment instruments and timely scoring of tests. A fundamental element was provision for an assessment of literacy skills and a developmental program for the attainment of a sustainable wage. ACT determined a literacy level using Work Keys that denoted the minimal level of competency required for functioning in the workplace. The study recommended a first level of certification for individuals who achieve this level in the core literacy areas. A second level of skill documentation could reflect the local job market. (Attachments, amounting to one-half of the report, include materials on Work Keys, such as the process, sample report, and costs.) (YLB)

ED 459 357 CE 082 744

van Woerkom, Marianne; Nijhof, Wim J.; Nieuwenhuis, Loek F. M.
Critical Reflective Work Behaviour: A Survey Research.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Conference on HRD Research and Practice across Europe (2nd, Enschede, Netherlands, January 26-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Behavior; Communication (Thought Transfer); *Critical Thinking; Definitions; Developed Nations; Experiential Learning; Foreign Countries; Group Dynamics; Innovation; Organizational Climate; *Participative Decision Making; Resistance to Change; *Self Efficacy; Tutoring; *Work Attitudes; Work Environment
IDENTIFIERS- Learning Organizations; *Netherlands; Reflective Practice

After a review of the literature, critical reflective work behavior (CRWB) was defined as: a set of connected, individual activities aimed at analyzing, optimizing, or innovating work practices on the individual, team, or organizational level. The combination of literature review and analysis of case studies led to the operationalization of CRWB in these dimensions: reflection, learning from mistakes, vision sharing, challenging group-think, asking for feedback, knowledge sharing, experimentation, and awareness of employability. Factors influencing CRWB were categorized into these two clusters: individual factors and work and organizational factors. Individual factors were motivation, self-efficacy, and experience concentration (the diversity of experience in one's career). Job characteristics with a supposed impact on CRWB were work pace and workload, alternation, autonomy, task obscurity, information, participation in innovation and decision-making, cooperation, communication, coaching, and

IDENTIFIERS- *Alaska; Morbidity; Risk Taking Behavior

This report describes the methods and results of the 1999 Alaska Youth Risk Behavior Survey (YRBS) and the 1998 School Health Education Profile (SHEP). Each survey is intended to provide a better understanding of health and related programs within school settings. The YRBS asks students to report their behaviors in the six major areas of health that directly lead to morbidity and mortality. The areas include behaviors that result in injury; tobacco use; alcohol or other drug use; sexual behaviors that can lead to unwanted pregnancy, HIV, or sexually transmitted diseases; dietary behaviors; and physical activity. The SHEP asks teachers and administrators about programs and services to address these same areas of concern. This report, combining data from both surveys, provides a comprehensive picture of the status of adolescent health in Alaska. Part 1 contains the Youth Risk Behavior Survey on high school and middle school students and includes sections on the six major areas of health concerns. Part 2 contains the information from the School Health Profile and the results from the principals' survey and health educators' survey. (Contains 6 appendixes, 94 figures, 2 tables, and 91 references.) (JDM)

ED 459 376 CG 031 410

Collie, Kate; Mitchell, Dan; Murphy, Lawrence
E-Mail Counseling: Skills for Maximum Impact. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Counseling; *Counseling Techniques; Counselor Training; *Electronic Mail; Internet; Interviews; Skills
IDENTIFIERS- *Online Counseling

Online counseling is a growing means of interaction for counselors and clients. This paper presents an interview among three counselors who simultaneously describe and demonstrate skills they use in their e-mail counseling practices. The interviewer and the interviewees all have been involved in the development of online counseling. The skills they have developed for asynchronous text-only communication are relevant to many types of distance therapeutic communication. The interview excerpts contain a discussion of these skills. (JDM)

ED 459 377 CG 031 411

Clawson, Thomas W.; Jordan, Joseph
Globalization of Professions: A U.S. Perspective with the Cyberworld in Mind. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Services; *Global Approach;

is the focus of this study. As no relational account of the relationship exists, self-in-relation theory was used to ground these assertions theoretically. Specifically, it was hypothesized that the quality of the father-son relationship, defined as level of mutual identification, along with paternal empathy, would have a measurable effect on the quality of a son's experience in the gender developmental process, defined here as a gender role conflict. Fifty-one father-son pairs (sons aged 18-30) were recruited through college classrooms and work and clinical settings. Each pair was administered: the Gender Role Conflict Scale and the Mutual Psychological Development Questionnaire. Fathers also responded to the Interpersonal Reactivity Index and sons to the Parental Bonding Instrument. The study met with qualified success. While paternal-filial mutual identification was predicted from paternal warmth and empathy, predictions of gender role conflict from paternal-filial mutual identification proved more complicated. Nonetheless, the data indicated that with methodological refinement and further theoretical development, similar predictions may meet with less equivocal results in the future. (Contains 11 tables and 38 references.) (JDM)

ED 459 400 CG 031 447

Asai, Shuji; Cohen, Lori D.; Reifsteck, Jan; Wirkkula, Leanne M.
From Student to Student Affairs Colleague: Perspectives on Nurturing Untapped Potential in Graduate Assistants via the Empowerment Model.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Higher Education; Models; Personnel Selection; *Recruitment; *Student Personnel Services; *Student Personnel Workers; Videotape Recordings

The changing face of personnel in higher education amidst a competitive marketplace has inspired student affairs administrators to place greater emphasis on hiring practices in an effort to recruit future colleagues from existing resources. To that end, the attempt was made to (1) propose the Empowerment Model as a means by which future student affairs colleagues are cultivated; (2) explore the concepts of authority, responsibility, and power proposed by Bents and Blank (1997), and (3) identify the student affairs cultural climate that supports implementation of the Model. The Empowerment Model represents a dynamic approach to the recruitment and retention of graduate students in student affairs. Readers may view a video representation of the Model at http://www.education.umn.edu/SPS/Empowerment/. (Contains 3 figures and 17 references.) (Author/JDM)

ED 459 401 CG 031 448

Fields, Laurie
Pathways to Social Coping Patterns in Adolescence: Influences of Attachment Style and Social Cognition.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

Findings show that schools using "Open Court" are significantly more likely to be in the bottom quartile than comparable schools using non-scripted programs. Findings suggest that "Open Court" limits what children are able to achieve in literacy relative to what they are able to achieve via many other programs. (Contains 20 references and 4 tables of data.) (RS)

ED 459 422 CS 014 532

Wren, Sebastian
The Phive Phones of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Phonetics; *Phonics; *Phonology; Primary Education; *Reading
IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness; Southwest Educational Development Laboratory

The five "phones" of reading--phonics, phonetic spelling, phoneme awareness, phonological awareness, and phonology--all share the same "phon" root, so they are easy to confuse, but they are definitely different, and each very important to reading education. Phonics is an instructional approach that emphasizes the letter-sound relationships (which letters represent which sounds). Phonetic reading and writing is a behavior the child exhibits that involves "sounding out" words the way they are written or writing words the way they sound (again, relating to the way letters represent speech sounds). Phonology has to do with the ability to hear the difference between different speech sounds (and has nothing to do with the letters of the alphabet). Phonological awareness is a term used to describe the child's generic understanding that spoken words are made up of sounds, and phoneme awareness specifically refers to a child's knowledge that the basic building blocks of spoken words are the phonemes. (RS)

ED 459 423 CS 014 541

Curtis, Deborah A.; Hurtado, Rosemary
The America Reads Project: A Study of a School-University Tutoring Program.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the California Educational Research Conference (80th, South Lake Tahoe, CA, November 15-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Primary Education; *Program Effectiveness; *Reading Instruction; *Reading Programs; *Tutorial Programs; *Tutoring
IDENTIFIERS- *America Reads Challenge; San Francisco State University CA

The America Reads Project is a program that trains San Francisco State University (SFSU) undergraduates to serve as tutors in local elementary schools. This paper focuses on the findings from the 3rd year of the project (1999-2000). For the 3rd year,

(120)
DESCRIPTORS- *Adolescents; *Content Area Reading; *Content Area Writing; Instructional Effectiveness; *Literacy; Secondary Education; Student Needs
IDENTIFIERS- *Literacy Across the Curriculum

Literacy--the ability to read, write, speak, listen, and think effectively--enables adolescents to learn and to communicate clearly in and out of school. Adolescents need to have strong literacy skills so that they can understand academic content, communicate in a credible way, participate in cultural communities, and negotiate the world. The standards movement asserts that all students should understand content at deeper, more complex levels than have been advocated previously for any but the most advanced students. A variety of teaching and learning strategies have been shown to be effective in assisting adolescent learners to develop their capacity as readers and writers. Nevertheless, according to this paper, there is an "ever-deepening crisis in adolescent literacy." The paper considers how effective content-based literacy instruction can be brought to life in the classroom in ways that will make a positive difference for students. It discusses the following questions: Why are educational practitioners and policymakers concerned about adolescent literacy now? What recent developments have taken place on the national and state levels? What would a successful approach to improving adolescent literacy include? What is the Adolescent Literacy Support Framework? How does the Framework address the needs of all students? What does adolescent literacy development look like at the classroom level? How will adolescent literacy across the curriculum improve test scores? and What do educational leaders need to know? (Contains 21 references.) (NKA)

ED 459 443 CS 014 581

Mosenthal, Jim; Lipson, Marjorie; Mekkelsen, Jane; Russ, Barbara; Sortino, Susan
Elementary Schools Where Students Succeed in Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Education; Qualitative Research; *Reading Achievement; School Culture; *School Effectiveness; Teacher Behavior; Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Variables; *Vermont

A number of studies have demonstrated the existence of "effective" schools in comparison to other "ineffective" models. To identify the contexts for success, a study examined "teacher instructional" and "school" variables to characterize the complex of factors that might be needed to achieve high levels of student success. The research involved six successful and six less-successful schools in Vermont, representing three distinct clusters of school/community demographics. Interviewed and observed were 52 K-4 teachers in the successful schools and 25 K-4 teachers in the less-successful schools. Other school and district personnel were also interviewed. Findings suggest a great diversity of practices was employed within and throughout the clusters and classroom sites--a variety of approaches to instruction existed. Findings indicated that

that the who teach introductory composition courses are almost compelled to restrict students' research to electronically available sources at online universities or in some distance education classes at traditional universities. It states that instructors of online composition classes can avoid problems by choosing topics on which adequate online information exists or by not assigning a research paper. According to the paper, for online instructors who value the class research paper assignment or who are compelled by their department to assign it, there is no entirely satisfactory solution to the dilemma. (NKA)

ED 459 462 CS 217 765

Dubinsky, James M.
Service-Learning and Civic Engagement: Bridging School and Community through Professional Writing Projects.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Warwick Writing Programme, Department of English and Comparative Literary Studies, University of Warwick, (5th, Coventry, England, March 26-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Responsibility; Course Descriptions; *Educational Benefits; Higher Education; School Community Relationship; *Service Learning; *Student Participation; *Technical Writing

Articles extolling service-learning's benefits and discussing ways to use the pedagogy in the form of projects with organizations in the community are on the rise in the fields of composition and business/technical writing. One educator's classroom experiences with service-learning have shown students make important educational gains in such programs. This paper defines service-learning and stresses its relevance to the field of English studies. It argues that both the learning and the service should be emphasized as part of an educator's civic obligation to students and society, an obligation often embedded in an institution's mission statement. It states that, exploiting tensions at the hyphen between service and learning, organizations and clients, workplace preparation and civic literacy, suggests strategies that will prepare students for the work they will do when they graduate and enable them to have a positive impact on the communities in which they will live. Further, it states that with these strategies writing can be used to build bridges between theory and practice and between Education and the workplace/community, thus enabling students to appreciate and enact their civic responsibilities as rhetoricians. The major project in the courses discussed in the paper is a collaborative one involving an organization in the community in which students begin by drafting a bid proposal outlining the organization's needs and the means to meet those needs. The paper concludes that for service-learning to succeed, it must be reciprocal, involve reflection, and emphasize accomplishment of task, collaboration, and learning (problem solving is a key element). A sample bid proposal is appended. (Contains 50 references.) (NKA)

ED 459 463 CS 217 766

Faetz, Tyler; Warner, Mary

DESCRIPTORS- *Communication Apprehension; *Communication Research; Higher Education; Literature Reviews; *Models; *Neurolinguistics; *Neurology; *Neuropsychology

Current models of communication fear and avoidance are analyzed (i.e., genetic, social and interactional). A new model is proposed, linking language, imagery, emotion, and behavior to complex neurological systems in the brain. Evidence for the model is taken from several related fields of study, especially neurolinguistics, neuropsychology, neurophysiology, and neuropharmacology. Implications for the understanding, measurement, and efficacy of treatment interventions designed to reduce communication fear are advanced. (Contains 77 references and a figure.) (Author/RS)

ED 459 483 CS 510 698

Zhao, Yong; Rop, Sheri

A Critical Review of the Literature on Electronic Networks as Reflective Discourse Communities for Inservice Teachers. CIERA Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 21p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Discourse Communities; Elementary Secondary Education; Inservice Teacher Education; Literature Reviews; Professional Development; *Reflective Teaching

IDENTIFIERS- Learning Communities; *Teacher Networks

The question explored in this report is whether electronic networks are effective tools for creating and sustaining reflective teacher communities. Over the past two decades, computer mediated communication (CMC) technologies have been used in a variety of efforts aimed at fostering teacher learning and teacher collaboration. A study sought to closely examine the literature on the use of electronic networks for creating reflective teacher communities. Limiting the analysis to those publications that addressed at least some aspect of teacher discourse supported by telecommunications yielded approximately 50 papers, and after eliminating those papers of general discussion of electronic networks, 28 papers were left. It was found that many teacher networks pursued the goal of building learning and reflective communities for teachers, and much was expected out of these networks, both as a practical solution to the stubborn problems in teacher professional development and as a new agent to create what is difficult to realize in face-to-face situations. However, it was also found that there is a general lack of rigorous research on the subject. Little is known about the effectiveness of CMC for teacher learning. Few researchers have seriously examined the degree to which these networks indeed were "communities" that promoted reflective discourses. (Contains 54 references and 3 tables of data.) (NKA)

ED 459 484 CS 510 699

Schuessler, Joel Nozomu

in Stories about AIDS" (William P. Cassidy); "Get Excited! Be Calm! An Examination of Risk-Inducing and Risk-Reducing Statements in Food-Safety Messages" (Joye Gordon); "Media Effects on Public Understanding of Salmon Recovery: The Role of Information Processing" (Keith R. Stamm, Fiona Clark and Marcos Torres); and "A Repertoire Approach to Environmental Information Channels" (Garrett J. O'Keefe). (RS)

ED 459 503 CS 510 721

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Law Division.
PUB DATE- 01
NOTE- 190p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Confidentiality; *Court Litigation; Disclosure; Higher Education; *Internet; *Journalism Education; *Legal Problems; News Writing
IDENTIFIERS- *Communications Decency Act 1996; *Public Interest

The Law section of the proceedings contains the following 6 selected papers: "Is the Public Interest Meaningless? Levels of Meaning and Ambiguity in the Public Interest Standard" (Philip M. Napoli); "An 'Unholy Alliance': The Law of Media Ride-Alongs" (Karen M. Markin); "Is Internet Service Provider Immunity Growing? An Examination of Immunity under #230 of the Communications Decency Act after 'Zeran'" (Elizabeth Spainhour); "The Effects of 'Desnick v. ABC': Creating Boundaries for Surreptitious Newsgathering" (James V. D'Aleo); "Updating SPJ's Report on the Journalist's Privilege: Three Years Later, Is the Privilege Truly Eroding?" (Anthony L. Fargo): and "The Journalist's Privilege for Nonconfidential Information in States without Shield Laws" (Anthony L. Fargo). (RS)

ED 459 504 CS 510 722

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Media Ethics Division.
PUB DATE- 01
NOTE- 192p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Faculty; *Ethics; Higher Education; Journalism; *Journalism Education; *Privacy; *Rape; Student Attitudes; Teacher Attitudes; *Victims of Crime
IDENTIFIERS- Cloning; *Fairness Doctrine; *Hate Speech; Journalists; Ku Klux Klan; Television News

The Media Ethics section of the proceedings contains the following 7 selected papers: "The Ethics Agenda of the Mass Communication Professorate" (Jay Black, Bruce Garrison, Fred Fedler, and Doug White); "What Would the Editor Do? A Three-Year Study of Student-Journalists and the Naming of Rape Victims in the Press" (Kim E. Karloff); "The Role of Questions in TV News Coverage of the Ethics of Cloning" (David A. Craig and Vladan Pantic); "Privacy and the Pack: Ethical Considerations Faced by Local Papers Covering the JFK Jr. Plane Crash" (Mark W. Mulcahy); "History, Hate and Hegemony: What's a

DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Elementary Secondary Education; *Leadership; *Principals; Regular and Special Education Relationship; *School Law; *Special Education; Teaching Methods

This guide is intended to help school leaders make sense of special education as they blend knowledge of effective education practice with knowledge of the law to develop and maintain the best program for all students. Because knowledge of the law is a must for today's principals, the law is used to provide a structure for discussion. Information is included about how to implement it effectively. For example, the chapter on discipline contains information on schoolwide discipline models that have been used successfully in many elementary schools. Each chapter has practical material that can be adapted easily for use in the school, such as parent information pieces and forms. There is also material to help the school leader provide leadership when forging connections between regular- and special-education school staff, resulting in enhanced support for all children in the school and for each other. Critical concepts are highlighted throughout the book to aid in focusing on especially important information. This guide ends with a list of online resources for teachers, parents, and administrators and a glossary of legal terms. (Contains 89 references.) (RT)

ED 459 525 EA 031 475

Guidelines for School Officials, Volunteers and Mentors Participating in Pubic School Community Partnerships.

PUB DATE- 00

NOTE- 5p.; For "Religious Expression in Public Schools: A Statement of Principles," see ED 416 591.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Elementary Secondary Education; Guidelines; *Mentors; *Partnerships in Education; *Public Schools; Religious Organizations; *School Community Relationship; Student Rights; *Volunteers

This document presents a set of guidelines for schools and religious organizations to use when they enter into an educational partnership. The guidelines reflect two basic and important obligations of the First Amendment: (1) Schools may not forbid students from expressing their personal religious views or beliefs solely because they are of a religious nature; and (2) schools may not endorse religious activity or discriminate against it. When members of faith communities volunteer in schools or volunteer to work with students and their families, they should and must act with this same understanding of the First Amendment. A religious leader who is asked by school officials to participate in crisis counselling should respond to the direct concerns of the students at a time of great sensitivity. However, the occasion cannot be used to proselytize on behalf of his or her faith or encourage the student to attend the following week's service. Checklists are included (Things To Do, Things Not To Do, and Volunteers Need To be Reminded) to address issues partnership programs jointly sponsored by faith-based community groups and public schools. The document ends with a list of eight resources. (RT)

ED 459 526 EA 031 476

size was calculated of .605 standard deviations, indicating that the reading scores of 73 percent of low achievers without the label were above the average reading score of low achievers with the label. However, substantial heterogeneity in the sample of effect sizes were also observed. Further analyses identified 10 variables that helped explain this variation. Three of these in particular (timed tests, higher grade levels, and objective measurement) increased the disparity in reading performance between low achievers with and without the label. It is argued that low achievement should be used as the primary criterion to identify LD. (CR)

ED 459 545 EC 308 719

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders Final Report. Volume 1: Project Narrative and Briefing Papers and Volume 2: Appendices.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 256p.; For other IPCM Project documents, see EC 308 720-721. Section 2 written by Brent A. Askvig and Lori Garnes. Some appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; Higher Education; *Mentors; *Peer Teaching; *Preservice Teacher Education; *Program Design; Rural Schools; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *North Dakota

This final report discusses the activities and outcomes of the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders (SED) residing in a rural, remote area in North Dakota. The IPCM project was conducted from July 1997 through July 2000 and developed an interdisciplinary program of courses that met North Dakota certification standards and university program standards. As a result of the project, 22 trainees attained a North Dakota endorsement in SED and an additional 6 teachers will complete the final requirements by the end of the summer 2001, over three times the current number of teachers in the area. A total of 48 trainees attained 1,152 graduate credit hours of university instruction, trainees completed over 150 sessions of peer coaching on classroom management issues, and completed 102 mentor experiences. The first part of the report provides a narrative commentary on the project's goals and objectives. Section 2 contains a more detailed description of the three major components of IPCM: the interactive component that used computer and non-computer based communication systems, the peer coaching component, and the interdisciplinary mentoring process. Appendices include project materials. (CR)

ED 459 546 EC 308 722

Fresen, Sue,; Logan, Joshua; McCarron, Kathleen
American History--Part 1. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 00
NOTE- 665p.; Course No. 2100310. Developed by the Leon County

Maine Department of Education Regulation 180: Early Intervention and Special Education for Children Age Birth to under Age Six.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classification; Compliance (Legal); *Disabilities; Due Process; *Early Identification; *Early Intervention; *Eligibility; Evaluation Methods; Individualized Education Programs; Individualized Family Service Plans; Infants; Legal Responsibility; Preschool Children; Preschool Education; Referral; School Responsibility; *Special Education; *State Regulation; Student Evaluation; Student Rights; Toddlers
IDENTIFIERS- *Maine; Related Services

This document contains regulations governing the administration of the Childfind system for children age birth to under age 6, the provision of early intervention services to eligible children birth through two with disabilities and their families, and the provision of special education and related services to eligible children age 3 to under 6 with disabilities and their families living in Maine. Twelve sections contain provisions relating to: (1) the purpose of the early intervention and preschool program; (2) definitions of key early intervention and special education terms; (3) governance of the early intervention program, including the Interdepartmental Coordinating Council for Early Intervention; (4) administration of the early intervention program; (5) a statement of assurances; (6) the comprehensive Childfind system, child identification, qualifications of screeners, evaluators, and assessors, and billing procedures; (7) early childhood teams, parent participation, and early childhood team meeting documentation; (8) eligibility for services for children birth through age 2 and for children ages 3 through 5; (9) Individualized Family Service Programs and Individualized Education Programs; (10) early intervention and special education and related services; (11) provider qualifications and participation; and (12) procedural safeguards. (CR)

ED 459 566 EC 308 754

Special Education in Plain Language: A User-Friendly Handbook on Special Education Laws, Policies, and Practices in Wisconsin. Second Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 62p.; Collaboratively developed by parents, advocacy organizations, school and special education administrators, general and special educators, service providers, union members, special education attorneys, and the Department of Public Transportation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; Compliance (Legal); *Disabilities; Discipline; Due Process; Elementary Secondary Education; *Eligibility; Evaluation Methods; Individualized Education Programs; Legal Responsibility; Referral; School Responsibility; *Special Education; State Regulation; *Student Evaluation; *Student Placement; *Student Rights
IDENTIFIERS- Behavior Management; Individuals with Disabilities

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Diversity (Student); Early Intervention; Family Programs; Higher Education; *Interdisciplinary Approach; Nontraditional Education; *Personnel; Preschool Education; *Professional Education; Program Evaluation; Rural Education; *Special Education Teachers; *Teacher Education; Teaching Models
IDENTIFIERS- Utah State University

This final report describes the activities and outcomes of a federally funded program that was developed to increase the supply of early childhood special educators in Utah and surrounding regions and to enhance the quality of their preparation. The project prepared 67 students for preschool special education certification and 40 related service personnel for transdisciplinary service. The project focused on improved recruitment practices intended to attract and support students from diverse cultures and from rural areas. A dual major in early childhood and early childhood special education was developed to improve the interdisciplinary preparation of students. The report is organized according to the nine objectives of the project and their outcomes. Four appendices describe; (1) the Early Childhood Special Education Dual Major Program; (2) the project timeline; (3) the Bachelor's degree and certification requirements; and (4) Master's program requirements. (SG)

ED 459 585 EC 308 775

Robins, Kathleen
Utah Multi-University Consortium Statewide Preparation of Early Childhood Specialists in Vision and Hearing. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 34p.; Produced with Andrea McDonnell and Sarah Rule.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Distance Education; *Early Intervention; Family Programs; *Hearing Impairments; Higher Education; Nontraditional Education; Personnel; Preschool Education; Professional Education; Rural Education; *Special Education Teachers; Staff Development; *Teacher Education; *Visual Impairments
IDENTIFIERS- University of Utah; Utah State University

This final report describes the activities and outcomes of a project designed to prepare early interventionists and preschool teachers to serve children with vision and hearing impairments. The purpose of the project was to build upon existing early childhood special education and sensory impairment programs across two universities, the University of Utah and Utah State University. Competencies for each course were developed and/or modified based on State Standards for Hearing Impaired and Vision Impaired (birth to 5) by faculty and parent project advisors. A new course designed to address references are included. This activity made it easier for foreign language majors to understand difficult topics in banking and investing, provided insight into cultural patterns and standards, and stimulated reading and speaking outside the classroom. All this made these courses very positive experiences for the students and the instructors. (Contains 27 references and 3 graphs.) (KFT)

ED 459 608   FL 026 991

Marlow, Patrick E.
Why Do We Emphasize Grammar? Grammatical Analysis, Language Teaching, and Teacher Training.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Athabaskan Languages Conference (Los Angeles, CA, May 18-20, 2001). In: Tuttle, S. and G. Holton, Eds. "Proceedings of the 2001 Athabaskan Languages Conference (Los Angeles, May 18-20, 2001)." Working Paper No. 1. ANLC (2001) pp. 23-31.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athapascan Languages; Eskimos; Grammar; Instructional Improvement; Inupiaq; Language Acquisition; *Oral Language; Second Language Instruction; Second Language Learning; Second Language Programs; Syntax; Teacher Education; Teaching Models; Uncommonly Taught Languages; Vocabulary; Yupik

This paper describes and discusses the University of Alaska's language programs for Eskimo-Aleut languages like Yupik and Inupiaq, offered through its Alaska Native Language Center. The paper is critical of the program's over-emphasis on the emphasis on teaching grammar and vocabulary. It argues that, though well intentioned when the framework for these programs were laid in the 1960s and 1970s, this approach is no longer needed and inappropriate, given the advances in what is known about language pedagogy in the early 21st century. The focus on grammar originated in the desire to make these aboriginal languages just as "respectable" as European languages, which have elaborate rules and systems for grammar, and to mirror the way these languages were taught at the time. This paper investigates some of the assumptions and priorities that led to the development of these programs and relates them to changes in second language pedagogy. It argues that while second language acquisition research questions the centrality of grammatical instruction, grammar remains central to much of what happens in native language instruction for historical and social rather than pedagogical reasons. (KFT)

ED 459 609   FL 026 993

Godfrey, Kathleen A.
Teacher Questioning Techniques, Student Responses and Critical Thinking.
PUB DATE- 01
NOTE- 133p.; Master's Thesis, Portland State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; College Students; *Critical Thinking; *English (Second Language); Higher Education; Second Language Instruction; Second Language Learning; *Teacher Expectations of Students; Teaching Methods; Teaching Styles; Writing Instruction

DESCRIPTORS- Applied Linguistics; Chinese; Foreign Countries; *Literacy; Second Language Instruction; Second Language Learning; *Sociolinguistics; Student Evaluation; Student Motivation; Test Validity; *Uncommonly Taught Languages
IDENTIFIERS- Cameroon; Orthography

This volume contains the following articles: "Orthography and Identity in Cameroon" (Steven Bird); "Literacy Evaluation Tool" (Becky Feldpausch, Jean Nichols, Robin Rempel); "Kenyang Literacy Program" (Tanyi Eyong Mbuagbaw); "Monitoring and Evaluation (M&E): A Brief Overview" (Ian Mowatt); "Adaptation of the Multi-Strategy Method for the Far North of Cameroon" (Susan Gravina); "SALT '98: A Short-Term Literacy Team in Cameroon" (Fiona Clayton, Jason Hunt, Ulrike Hunt, Alies Zandbergen). There are also four book reviews: "150 Ways To Increase Intrinsic Motivation in the Classroom" by J. P. Raffini (reviewed by Scott A. Satre); "Modern Chinese: a History and Sociolinguistics" by Ping Chen (reviewed by Wi-vun Taiffalo Chiung); "Local Literacies: Reading and Writing in One Community" by David Barton and Mary Hamilton (reviewed by Fiona Holburn); "Beyond Training: Perspective on Language Education" by Jack C. Richards (reviewed by Craig Soderberg). (Contains 75 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 459 631 FL 801 485

Johansson, Linda; Angst, Kathy; Beer, Brenda; Martin, Sue; Rebeck, Wendy; Sibilleau, Nicole
Canadian Language Benchmarks 2000: ESL for Literacy Learners.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 01
NOTE- 96p.; Also funded by Manitoba Labour and Immigration.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Benchmarking; *English (Second Language); Foreign Countries; Immigrants; Language Minorities; Limited English Speaking; *Literacy; Second Language Instruction; Second Language Learning; Standards
IDENTIFIERS- Manitoba

This document establishes highly detailed benchmarks for literacy and numeracy (initial, developing, and adequate) in three phases. The guide is a series of tables detailing language competencies, literacy competencies, and conditions as well as sample tasks and examples for each of the three levels in each of the three phases. It details reading, writing, and numeracy skills for English-as-a-Second-Language (ESL) Adults who have little or no literacy skills in their first language. (Contains 37 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 459 632 FL 801 486

Levine, Daniel A.
Health Literacy: Implications for Seniors. Symposium Proceedings (Washington, DC, August 1-2, 2001).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 01
NOTE- 155p.; Contributors include U.S. Department of Health and Human Services, National Institute for Literacy, Emory

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Foreign Countries; *Government Role; *Higher Education; *Universities
IDENTIFIERS- *Deregulation; Reform Efforts; *South Korea

This paper explores the current situation of universities in Korea in an era of reform. University reform was initiated by the government in the 1980s and brought to the universities in the 1990s. In the interval, there have been many social, economic, and political changes in Korean society. The current approach to university reform in Korea needs to be reviewed in terms of its ideology, methods, and agencies to reflect the fundamental changes in its contingencies. There appears to be a "paradigmatic gap" between the government and the universities. Laws regulating higher education in Korea should be rewritten, and the notion that accountability to society is the rationale for government control of the universities should be reinterpreted. Education reform is a never-ending story, and it may be that a deregulation of the current mode of deregulation is likely to be the theme for reform in the 21st century. (Contains 16 references.) (SLD)

ED 459 655 HE 034 546

Holmes, Sharon L.
Narrated Voices of African American Women in Academe.
PUB DATE- 01
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Attitudes; *Blacks; *College Faculty; *Experience; *Females; *Gender Issues; Higher Education; Personal Narratives; *Racial Discrimination
IDENTIFIERS- *African Americans

This study was conducted to investigate the academic experiences of selected African American women faculty and administrators employed by two-year and four-year predominantly white institutions. The sample selection was purposeful, and three faculty members and two administrators agreed to participate. Each participant was interviewed on five separate occasions using an open-ended interview guide. Data analysis followed the standard inductive coding procedures articulated by Y. Lincoln and E. Guba (1985), and the constant comparative method (A. Strauss and J. Corbin, 1990) was used to generate theory in the study. The narratives of the participants provide insight into the academic experiences of other black female faculty and administrators, but should not be interpreted as representing the experiences of all black women in academia. Race appears to be the environmental landscape of the academic experiences of these women. The influence of social class is not as easily discernable as that of race, but it was present and contributed to the shaping of their academic experiences. Gender was an issue, especially since some of these women were aware that they had been hired to add minority and female participation to an academic department and that they represented two-for-one for department administrators. Race, class, and gender operated independently and collectively to shape and influence the academic experiences of the women in this study. (Contains 50

Edirisooriya, Gunapala; Sevier, Lou Ann
State Funding of Higher Education: A New Formula.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Colleges; Educational Finance; *Financial Support; Higher Education; *Public Colleges; Retrenchment; *State Aid; State Programs; *Tax Allocation
IDENTIFIERS- *Funding Formulas; *Self Sufficiency

The dependency of public institutions of higher education on state tax dollars is a major source of financial instability as other state agencies demand more tax dollars for other purposes. This paper presents a new formula for higher education funding and discusses the rationale and implications of implementing the new solution, which will allow institutions to move from a survival mode to being self-sufficient operating units. The situation in Tennessee is complicated by the fact that the state has a legislative mandate to balance the budget. Higher education administrators are in a quandary about how to improve the quality of programs in light of the accreditation requirements and competitive market conditions as they reduce operating expenses. The paper proposes the replacement of the full-time equivalent (FTE) enrollment-based, state allocation of funds. The basis of the new formula is that the state must guarantee each of its institutions the average total allocation of funds from the last "X" number of years during the inaugural year of the plan. In the next 2 years, the dollar amount each institution receives will remain constant, giving the institutions ample time to prepare and embark on strategic development plans. In order for this "new formula" to work, emphasis on funding must be changed from sustenance to self-sufficiency by reducing the state's disposable funds for higher education by a given percentage after the first 3 years the system is in place. This way each institution is allowed to decide its enrollment size, and each institution can then design its path with more realistic expectations. (Contains 1 table and 18 references.) (SLD)

ED 459 676 HE 034 582

Crisostomo, Mirtha; Dee, Jay R.
Immigrants in U.S. Colleges: What Contributes to Their Academic Success?
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Educational Experience; English (Second Language); Grade Point Average; Higher Education; *Immigrants; Language Acquisition; Socioeconomic Status; Student Placement

The purpose of this study was to determine the extent to which sociodemographic, language acquisition, college experience, and placement test variables can predict the academic success of

Region, technology standards for students are based on the National Educational Technology Standards for Students (NETS-S) Technology Foundations for Students, a broad conceptual framework of technology knowledge developed by the International Society for Technology in Education (ISTE). These standards given teachers and schools a framework for planning technology-based activities that not only support instruction but also improve students' technology skills. The standards cover six categories: basic operations and concepts; social, ethical and human issues of technology; common productivity tools; technology communications tools; technology research tools; and problem-solving and decision-making skills aided by technology. Each category describes what students should know and be able to do at each grade level. Even though most of them are based on the NETS-S standards, student technology standards in Southern states vary somewhat. This publication identifies what the following states are doing to set standards: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. States across the region recognize the importance of curriculum standards to ensure that students have the necessary academic and technological skills to continue to learn and succeed, whether in higher education or careers. (AEF)

ED 459 694 IR 021 053

Burke, Jennifer
Rights, Risks and Responsibilities: Students and the Internet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; A SREB-SEIR*TEC Publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Administration; Elementary Secondary Education; *Information Policy; *Internet; *Risk Management; *Safety; *School Policy; Students; *World Wide Web
IDENTIFIERS- *United States (South)

Although the Internet can be a powerful learning tool, the materials available can be inaccurate or even dangerous. Students may find themselves the targets of predatory adults, and some may threaten their classmates or others with devices or ideas they find on the Internet. Schools use several methods to ensure that students' use of the Internet is safe and rewarding. These methods include using appropriate-use policies to manage Internet access, supervising students' access to and use of the Internet, and using technology tools to supervise Internet access, each of which is discussed in this publication. Policies, supervision and technical tools are most effective when used together. As more schools and classrooms increase their use of the Internet, parents and other local groups will continue to urge policymakers and administrators to prevent students from accessing inappropriate sites. Having access to different protective approaches, particularly with they can be used together and can be customized to meet local needs, allows teachers and administrators to relax and make the best use of the resources available to students through the World Wide Web. (Contains 10 references.) (AEF)

ED 459 695 IR 021 054

The study involved identifying and analyzing nation advertisements for "Knowledge Managers" over a 6-month period and undertaking follow-up surveys involving the agencies and employers who placed the advertisements. How these results influenced the design and parameters of the program is also presented. It is asserted that there is no doubt that new programs such as this will open up considerable new employment opportunities for information science graduates. (MES)

ED 459 713 IR 058 207

Bainton, Toby
Information Literacy and Academic Libraries: The SCONUL Approach (UK/Ireland).
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Foreign Countries; Higher Education; *Information Literacy; *Information Skills; *Information Technology; Library Associations; Models; National Libraries; *Skill Development
IDENTIFIERS- *Standing Conference National University Libraries; United Kingdom

Discussions of "skills" in higher education often conflate "information technology (IT)" skills and "information skills". The second term is broader and more directly related to the aims and processes of higher education as a "knowledge creation" activity. A clear distinction should be made between information skills and IT skills. Both information skills and IT skills are essential parts of a wider concept of information literacy. A broadly-based definition of information skills in higher education reflects twin dimensions of the "competent student" and the "information literate" person. For the development of the information literate person, the United Kingdom's Standing Conference of National and University Libraries (SCONUL) proposes seven sets of skills developing from a basic competence in library and IT skills. These include the ability to: (1) recognize a need for information; (2) distinguish ways in which the information gap may be addressed; (3) construct strategies for location information; (4) locate and access information; (5) compare and evaluate information obtained from different sources; (6) organize, apply, and communicate information to others in ways appropriate to the situation; and (7) synthesize and build upon existing information, contributing to the creation of new knowledge. (Contains 14 references.) (Author/MES)

ED 459 714 IR 058 208

Cullen, Rowena
Addressing the Digital Divide.
PUB DATE- 01
NOTE- 14p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English

for modern accountability. It is concluded that there is a risk that our successors will not be able to develop a sense of what early 21st century nations were like, due to a vanishing record resulting from too extreme a shift to digital publication of the official records of government. (Contains 14 references.) (MES)

ED 459 734   IR 058 228

Wiegand, Wayne A.
Dewey in Boston: 1876-1883.
PUB DATE- 01
NOTE- 8p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Dewey Decimal Classification; Entrepreneurship; *Librarians
IDENTIFIERS- *Dewey (Melvil); Massachusetts (Boston)

Between 1876 and 1883, Melvil Dewey worked as a Boston entrepreneur promoting a variety of educational schemes that addressed the nation's library, metric, and spelling reform interests. During that time he started and lost one business and started another within weeks. In addition, he used his reform zeal to develop credibility with a number of associations that he had helped to organize, then lost that credibility, only to begin to rebuild it all over again. Throughout, he retained his boundless energy, intense commitment, self-righteous arrogance, and irrepressible reform spirit. He made many friends and enemies. Most who came in contact with him, however--whether they were his superior, peer, or subordinate--quickly recognized him as a forceful personality not easily swayed from goals he had set when he arrived in Boston in 1876. (Contains 19 footnotes.) (MES)

ED 459 735   IR 058 229

Brogan, Mark; Hingston, Philip; Wilson, Vicky
A Bounded or Unbounded Universe? Knowledge Management in Postgraduate LIS Education.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Attitudes; *Course Content; Foreign Countries; Higher Education; *Information Management; *Information Science Education; Models; Surveys
IDENTIFIERS- *Course Development; Edith Cowan University (Australia); *Knowledge Management

This paper reports on research and consultative processes related to design of a course in knowledge management (KM) undertaken by the School of Computer and Information Science at Edith Cowan University (Australia). A survey instrument was distributed to practitioners in the library, information relationship between owner and user; avoid ambiguity; can free the user to do many things that would not be permitted otherwise; allow both owners and users to reach parts of the market that would otherwise be closed to them; and put VIPs on the same footing as other member of society. The following drawbacks are presented: licenses need agreement; owners may limit the forms of output for electronic materials and require extra payment for other formats; owners may refuse to grant a license; owners may use licenses to avoid the privileges given to various groups under national law; and levels of license fees are difficult to negotiate. Finally, the question of who pays for access to materials for many groups in society is considered. (MES)

ED 459 756 IR 058 250

Mann, David
WIPO--Advancing Access to Information for Print Disabled People.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Copyrights; Criteria; *International Organizations; Legislation; Role; *User Needs (Information); *Users (Information); *Visual Impairments
IDENTIFIERS- International Federation of Library Associations; UNESCO; *World Intellectual Property Organization; World Trade Organization

This paper examines the role of the World Intellectual Property Organisation (WIPO) as it relates to copyright and to visually impaired people's right to read. The paper starts by summarizing the barriers that can arise both from refusal to grant permission for alternative formats and from the use of rights management schemes incompatible with screen reading technology. It refers to the need for international agreements as well as an accumulation of national legislation. The workings of WIPO are examined, and the three-step test (i.e., criteria by which member states are allowed to introduce exceptions to the exclusive rights of copyright owners) is highlighted. Contracts within the past year among WIPO, the World Blind Union, and the International Federation of Libraries and Associations (IFLA) Section of Libraries for the Blind are detailed. The paper then refers to the related roles of the World Trade Organization and of UNESCO. It lists what ideally the Royal National Institute for the Blind would like to be able to obtain from WIPO in terms of national and international legislation and asks what steps must be taken to achieve this, in hopes that it will motivate people to contact their national governments and ask them to raise these issues within WIPO. (MES)

ED 459 757 IR 058 251

Fiore, Carole
Early Literacy Activities in the USA.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference

PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Government Libraries; *Information Services; *Information Systems; *Organizational Development; Systems Development
IDENTIFIERS- *Organizational Structure; *Parliamentary Libraries; Zimbabwe

This paper discusses the integration of information services in the Parliament of Zimbabwe (PoZ). An organizational chart of the information systems at PoZ in 1999 is provided, and each of the four departments managing information services are described, i.e., the library, the research department, public relations, and information technology. An organizational chart of the new integrated information service is then shown, consisting of the library, research department, and information technology all headed by the Director of Information Services. Several advantages of the integrated system coordinating services through one head are listed, including: transformation of the splintered efforts of the various units into a coherent whole; productive cooperation with other professional support services; improved administrative efficiency; improved acquisition process of the library; improved teamwork ethos; enhanced communication; and reduction of the hierarchical structure and unnecessary delays. (MES)

ED 459 778 IR 058 273

Rizzoni, Giovanni
Essential Information for Post-Encyclopaedic Parliaments: The Italian Case.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Foreign Countries; *Government Libraries; Legislation; *Library Development; *Library Role; *Library Services; *Research Libraries
IDENTIFIERS- Italy; *Legislative Research; *Parliamentary Libraries

This paper discusses the experiences of the Research Department of the Italian Chamber of Deputies over the past few years. The first section describes the origin of the department in the 1970s, including political factors, basic organizational features, and the salient features of the department's activity. The second section addresses the following changes of the 1990s: the Italian system began to resemble more closely a typically European parliamentary system; the parliament decided to confer wide-ranging delegated powers upon the government in order to implement economic and administrative reforms; important reforms were introduced that led to an extensive

Making; *Distance Education; Graduate Study; Higher Education; *Information Science Education; Instructional Design; *Interaction; School Surveys; World Wide Web
IDENTIFIERS- Collaborative Learning; Florida State University; *Web Based Instruction

Research is being conducted at the Florida State University (FSU) School of Information Studies to determine the importance of interaction (teacher-student, student-teacher, student-student) to the success of World Wide Web-based learning graduate degree programs. Success will be measured in terms of retention, student satisfaction, and learning outcomes at three intervals: (1) completion of an individual course; (2) completion of the degree program; and (3) one year following the completion of the degree program. Understanding the importance of interaction is crucial to understanding why students do or do not successfully persist in Web-based learning. This understanding can be used to guide decision-making in a variety of areas related to the delivery of individual distance courses and entire degree programs. This study consists of two parts: a detailed examination of the graduate Web-based distributed learning degree program of the FSU School of Information Studies; and a comparative survey of comparable Information Studies Web-based distributed learning degree programs in North America. A pilot study was conducted in Fall 2000, and data collection of Part One was begun, with projected data collection completion by August 2001. (Contains 21 references.) (Author/MES)

ED 459 799 IR 058 294

Ghosh, S. B.
Reaching the Unreached for Library and Information Science Education: A Perspective for Developing Countries.
PUB DATE- 01
NOTE- 11p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Developing Nations; Disadvantaged; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Information Science Education; *Instructional Development; Library Science; Models; *Open Education; *Open Universities
IDENTIFIERS- Indira Gandhi National Open University (India)

Open and distance learning is seen as a viable alternative to provide education for all, particularly in the context of developing countries. Open learning is basically a philosophy, while distance learning is a method of flexible education for the unreached, i.e., socially, economically, physically, and geographically disadvantaged groups of the society. In a skill-oriented discipline like library and information science (LIS), the circumstantial disadvantaged group would benefit from continuing education to enhance and upgrade their skills. Various models of distance education, based on the application of technology, have been developed. In India, five open universities and 60 correspondence departments in other universities offer such education, including Indira Gandhi National Open University (IGNOU). This paper analyzes the efforts of IGNOU to reach the unreached. The models selected

reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Software Development; Electronic Libraries; Electronic Text; Higher Education; *Legal Education (Professions); Research
IDENTIFIERS- *Electronic Books; *Legal Reference Materials; Legal Research

This paper reports the findings from a field study of legal research in a first-tier law school and on the resulting redesign of XLibris, a next-generation e-book. The report first characterizes a work setting in which an e-book was expected to be a useful interface for reading and otherwise using a mix of physical and digital library materials, and it explores what kinds of reading-related functionality would bring value to this setting. It describes important aspects of legal research in a heterogeneous information environment, including mobility, reading, annotation, link following and writing practices, and the general implications for design. The paper then discusses how their work with a user community and an evolving e-book prototype allowed them to examine tandem issues of usability and utility, and to redesign an existing e-book user interface to suit the needs of law students. The study moves away from the notion of a stand-alone reading device and toward the concept of a document laptop, a platform that would provide wireless access to information resources, as well as support a fuller spectrum of reading-related activities. (Contains 18 references.) (Author/AEF)

ED 459 818 IR 058 354

Francisco-Revilla, Luis; Shipman, Frank; Furuta, Richard; Karadkar, Unmil; Arora, Avital
Managing Change on the Web.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Computer System Design; Electronic Libraries; *Information Management; Information Retrieval; Internet; Library Collection Development; Man Machine Systems; Relevance (Information Retrieval); User Satisfaction (Information); *World Wide Web
IDENTIFIERS- *Web Page Design; *Web Pages

Increasingly, digital libraries are being defined as collection pointers to World Wide Web-based resources rather than collections that hold the resources themselves. Maintaining these collections is challenging due to distributed document ownership and high fluidity. Typically a collection's maintainer has to assess the relevance of changes with little system aid. This paper describes the Walden's Paths Path Manager, which assists a maintainer in discovering when relevant changes occur to linked resources. The approach and system design was informed by a study of how people perceive changes of Web pages. The study indicated that structural changes are key in determining the overall change and that environment, are relevant to adult learning. Culture includes those values, beliefs, and practices shared by a group of people. Cultures tend to vary along a number of dimensions, and the following dimensions are among those in which different views and behaviors can lead to misunderstanding and tension: (1) individualism and collectivism; (2) monochronic and polychronic time; (3) egalitarianism versus hierarchy; (4) action versus "being" orientation; and (5) change and tradition. In addition, certain variables, such as communication styles and power imbalances, tend to cut across differences in values. In order to select appropriate instructional approaches, adult education teachers need to realize that cultural dimensions provide the basis for learners' behavior and responses, and because teachers are cultural beings, teachers' teaching methods are always based on cultural values, regardless of whether teachers are aware of their influence. For example, teachers in the United States tend to value individual projects and methods and activities that culminate in products. By being culturally sensitive, teachers can foster learning approaches that have the potential to do the following: (1) foster the social construction of knowledge by using methods such as collaborative group learning; (2) provide structured guidance through learning experiences for learners from cultures where hierarchy and expertise of the teacher are highly valued; (3) help students from disempowered groups by permitting alternative assessment, such as portfolio building; and (4) provide computer-assisted learning to students who need privacy so they can prepare away from real-time compressed communication. Adult educators can become more sensitive to cultural differences by first examining the cultural values that underlie their preferred methods of teaching and then diversifying their teaching methods. (Contains 15 references.) (KC)

ED 459 326 CE 082 616

Sellin, Burkart
The Joint CEDEFOP/ETF Project on 'Scenarios and Strategies for Vocational Training and Lifelong Learning in Europe': A Contribution to the Debate on the Future of Europe.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Articulation (Education); Career Development; Economic Change; Economic Development; *Educational Mobility; *Educational Needs; *Educational Policy; Employment Qualifications; Foreign Countries; *Futures (of Society); Job Training; *Lifelong Learning; Occupational Mobility; Partnerships in Education; Policy Formation; Postsecondary Education; Secondary Education; Standards; Student Certification; Technical Education; *Vocational Education
IDENTIFIERS- *Europe

A project in Europe is working to improve the quality of work, promote equal opportunities, combat exclusion and poverty; promote lasting economic growth and a European Union economic policy; and promote sustainable development and quality of life. In order to achieve these goals, three main objectives for vocational education and training (VET) have been defined: (1) increasing the quality and effectiveness of education and those split-second decisions he/she needs to make in any one teaching moment. The teacher as conductor or choreographer relates to the ability to generate discussion that includes and stretches everyone, to create a healthy group life, to recognize and foster a group rhythm, to best sequence activities, and to make all the decisions anyone responsible for a live drama makes continuously. Second, teachers are fiercely passionate about living their beliefs. They draw from a deep well of values, ideals, and principles. From their teachers, students learn not only subject matter, but also what their teachers value about life. (YLB)

ED 459 342   CE 082 701

Burge, Elizabeth J., Ed.; Haughey, Margaret, Ed.
Using Learning Technologies: International Perspectives on Practice. Routledge/Falmer Studies in Distance Education.
PUB DATE- 01
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Computers; Access to Education; Adult Education; Developed Nations; Developing Nations; Disadvantaged; *Distance Education; *Educational Technology; Evaluation; Flexible Scheduling; Foreign Countries; Global Approach; Guidance; Higher Education; Information Technology; *Online Systems; *Open Education; Outreach Programs; Policy Formation; Programming (Broadcast); Socioeconomic Influences; Student School Relationship; Teacher Attitudes; Teacher Student Relationship; Teaching Skills; *Telecommunications; *Womens Education
IDENTIFIERS- Athabasca University AB; Canada; Nigeria; Open University (Great Britain); Open University of Tanzania; University of Botswana; University of the West Indies

This collection of 14 first-hand accounts from experienced and accomplished learning technology practitioners highlights issues in using learning technologies for flexible, distance, and open learning. The papers are as follows: "Using Learning Technologies: An Introduction" (Margaret Haughey); "Naming the Learning Technology Issues in Developing Countries" (Barbara Spronk); "Public and Institutional Policy Interplay" (Judith M. Roberts, Erin M. Keough, and Lucille Pacey); "Getting the Systems Right" (Christine Marrett and Claudia Harvey); "Developing Course Materials" (Judith Kamau); "Lessons from Our Cyberclassroom" (Catherine Cavanaugh, Evelyn Ellermon, Lori Oddson, and Arlene Young); "Teacher or Avatar? Identity Issues in Computer-Mediated Contexts" (Gill Kirkup); "Web-Based Research Assistance" (Suzanne Sexty); "'No One Will Listen to Us': Rural Fulbe Women Learning by Radio in Nigeria" (Lantana Usman); "Confronting Barriers to Distance Study in Tanzania" (Edith Mhehe); "Reflections on Evaluating Online Learning and Teaching" (Charlotte Gunawardena); "Evaluating the Use of Learning Technologies" (Mary Thorpe); "Gender-Sensitive Evaluation Research" (Christine von Prummer and Ute Rossie); and "Using Learning Technologies: A Synthesis of Challenges and Guidelines" (Elizabeth J. Burge), which draws together themes and ideas from all the authors to provide a synthesis of their stated challenges in using learning technologies and a concise summary of their guidelines for informed practice. An index is provided. (YLB)

ED 459 343   CE 082 703

organizational learning climate. A survey with 742 respondents validated the dimensions of CRWB. Important influencing factors seemed to be self-efficacy (positive), participation (positive), and experienced difficulty with change (negative). Contains 32 references.) (YLB)

ED 459 358 CE 082 746

Tett, Lyn

Health Concerns in Communities and the Wider Benefits of Learning. Perspectives from Practice in Scotland.

PUB DATE- 01

NOTE- 11p.; Paper presented at the European Conference on Educational Research (3rd, Lisbon, Portugal, September 13-16, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Community Development; Developed Nations; Disadvantaged Environment; Economically Disadvantaged; Educational Benefits; Family Health; Family Structure; Females; Foreign Countries; *Health Behavior; *Health Education; Health Promotion; Housing Deficiencies; Low Rent Housing; Poverty; *Poverty Areas; Self Help Programs; *Social Isolation; *Socioeconomic Status; Stress Variables

IDENTIFIERS- *Scotland

A study examined the ways a group of people experiencing poverty, poor housing, and stress assessed the impact of these factors on their health through participating in a course called "Health Issues in the Community." It involved people from a range of socioeconomically excluded areas and groups throughout Scotland in identifying and investigating local concerns about health issues that affect them. The assumption underpinning the course was that social action in the health field is fundamental to control of our lives. At the end of the course, participants investigated and wrote about an important health issue in their community. One issue was poverty's impact in relation to women and families. Women took primary responsibility for child care and domestic labor and for their family's health; this inevitably led to stress. They put their own health last. Another issue was poverty's impact on housing and health. Many socioeconomically-excluded communities identified poor housing as a major health issue. Isolation was another factor that led to stress and depression for residents of high-rise flats, a common feature of socially excluded communities. Course participants demonstrated community development as one way to end the spiral of despair regarding poor housing and ill health. Contesting official definitions of health was a key issue in working with communities on their own health issues, with a number of implications. (Contains 23 references.) (YLB)

ED 459 359 CE 082 747

Brown, Bettina Lankard

Return on Investment in Training. Myths and Realities.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

International Cooperation; *Internet; *Professional Development; Scholarly Communication; Standards; *World Wide Web
IDENTIFIERS- ERIC Digests; *Global Networks; Online Counseling

While professional organizations are traditionally low-budget operations, the advent of the World Wide Web has made many ideas of bringing service organizations and new disciplines into the U.S. mainstream feasible. This article focuses specifically on the cyberspace expansion of the counseling profession. Because counseling lends itself to cyber applications, some of these ideas may be translated to other helping professions interested in cyberspace expansion. As professionals with global expertise, there are two mandates: (1) instructing members of the profession with strategies for finding regulations and proper credentials in foreign countries; and (2) knowing whom to turn to as foreign counterparts. As the global community develops and educational needs expand, the electronic community will be a key portal for globalization of all professions. (ADT)

ED 459 378 CG 031 412

Gary, Juneau M.
Impact of Cultural and Global Issues on Online Support Groups. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Mediated Communication; Counseling; Counseling Services; Counseling Techniques; *Global Approach; International Cooperation; *Internet; Mental Health; *Social Support Groups
IDENTIFIERS- ERIC Digests; *Global Networks; *Online Counseling

Online support groups have the potential to improve the access and delivery of services to a wide range of people who reside worldwide. They provide an alternative vehicle of support for people in distress when it may be culturally stigmatizing to seek face-to-face support. They are not appropriate for everyone, nor can everyone worldwide access online support groups. This paper presents a brief history of online support groups and discusses their cultural implications. It discusses issues for the group leaders as well as the benefits and limitations of these groups. (ADT)

ED 459 379 CG 031 418

Heroin: Abuse and Addiction. National Institute on Drug Abuse Research Report Series.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Abuse; *Drug Addiction; *Drug Education; *Heroin; *Illegal Drug Use; Influences; Mass Media Role; *Mental Health Workers; Prevention

Although heroin use has decreased in the general population during the last few years, a troubling new trend is emerging.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attachment Behavior; Behavior Theories; *Coping; Interpersonal Competence; Models; Peer Relationship; Prosocial Behavior; Self Efficacy; *Social Cognition; Stress Management; Surveys

Attachment theory and stress-coping theory provided a basis for exploring how social cognitive components of internal working models may influence choice of coping strategies in stressful interpersonal situations. A multi-ethnic, non-clinical sample of 185 young adolescents was surveyed about their attachment styles; rejection sensitivity, attributions of hostile intent, social self-efficacy, and coping strategies. Reliability of all measures was addressed, and revised adolescent four-category attachment measures were evaluated for validity. A hypothesized model was proposed and tested through structural modeling. Social self-efficacy was found to be a potent mediator delineating how more securely attached adolescents become prosocial copers. Anxiously expecting and depressively reacting to rejection partially explained why adolescents with more fearful and preoccupied attachment styles tend to cope asocially and completely mediated pathways to anti-social coping. Adolescents with a more dismissing attachment style tended to deny concern about rejection but react angrily, leading to antisocial coping. An extensive discussion of the findings and suggestions for further research exploring finer distinctions of rejection sensitivity subscales as mediating mechanisms are given. (Contains 143 references.) (Author/JDM)

ED 459 402 CG 031 449

Wandrel, Mary L.
Agency, Constructivism, and Social Constructionism: Evolution or Revolution?
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; Counseling; History; *Humanism; Individual Power; Psychology; *Self Efficacy; Social Psychology; Social Theories; Theory Practice Relationship

Human agency, the ability to organize and direct one's own behavior, has recently been considered, reconsidered, and even abandoned by many psychological perspectives. This paper provides a discussion on the idea that an intelligible concept of agency can be articulated by revolutionizing the perspective on the relation of the individual person to the social world, and by refurbishing the concept of individual agency while preserving what is essentially useful about it. It also discusses some projects generated by this approach in order to demonstrate the generative value of it. It suggests that humanists avoid an antagonistic stand and instead, revolutionize the concept and place of agency as engaging and cooperating with social constructs and resources. Humanists would thereby open their theories up to the extensive resources and contributions that a considered integration of the "social" construction of action and meaning (often presented as the "opposite" of agency) can bring to humanistic theories of human

55 undergraduates were trained in a 3-unit course. Eleven elementary schools participated in 1999-2000. Roughly 165 children received tutoring. The undergraduate tutors, teachers, and principals were asked to evaluate various aspects of the program. Overall, their opinions were quite favorable. No statistically significant differences were found on any items on this attitudinal measure. Reading performance was assessed using several measures. For all passages, a statistically significant increase was found in the percentage of children who were at "instructional level" from the beginning to the end of school year. Second, word recognition was measured using the San Diego Word Recognition Test. For the first through seventh grade, a statistically significant increase was found in the percentage of children identified as being at instructional level from the beginning to the end of the school year. Finally, performance on the Stanford Achievement Test (STAR-9) was analyzed in terms of Total Reading, Reading Comprehension, Reading Vocabulary, and Spelling. No statistically significant differences were found from the end of 2nd grade to end of 3rd grade on any of these measures. In summary, the key stakeholders were generally quite positive towards the project, and most undergraduates indicated that America Reads was a valuable service learning experience. In terms of the tutees' reading performance, statistically significant increases were found on the Flynt-Cooter Reading Inventory and the San Diego Word Recognition Test. No significant differences were found on any of the STAR-9 subscales. (Contains 6 notes and 12 tables of data.) (RS)

ED 459 424   CS 014 542

Lin, Chia-Hui
Early Literacy Instruction: Research Applications in the
  Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC/REC Digest number D166.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071),Information Analyses/State-
  of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; Class Activities; *Classroom
  Environment; Early Childhood Education; *Emergent Literacy;
  Instructional Effectiveness; Teacher Role; Theory Practice
  Relationship
IDENTIFIERS- Adult Child Relationship; ERIC Digests; *Phonemic
  Awareness

Philosophical and methodological differences exist regarding how best to instruct and encourage young children to read and write. In America, teaching reading and writing to young children has always been an area of controversy and debate, and it remains so today. The purpose of this digest is to review various studies and to identify essential elements of effective early literacy classroom instruction. The digest first discusses phonemic awareness instruction as a precursor for teaching reading and writing. It then considers the benefits of positive adult-child relationships and the necessity of a print-rich environment. The digest states that the early childhood curriculum should be filled with integrated language explorations and with reading and writing activities. It also suggests that teachers should vary teaching strategies according to children's needs. The digest concludes that when throughout the six successful schools representing different demographic clusters, the following common factors are associated with high performance: opportunities and ample time are provided for students to read and discuss books in school; the K-4 teachers are knowledgeable and articulate about their work and they can be characterized by their high level of expertise; the commitment to literacy within the high-performing schools has remained strong over an 8-to-10-year period; and the school community is focused and working toward a shared vision. Includes a table and 5 figures. (Contains 11 references.) (NKA)

ED 459 444 CS 014 583

Sargent, John A.
The Achieve Reading Curriculum: A Case Study of Holistic Reading Education for Middle School Special Education Students.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Evaluation; Grade 7; *Holistic Approach; Instructional Effectiveness; Learning Disabilities; Middle Schools; *Reading Achievement; *Reading Instruction; *Reading Programs; Reading Research; *Special Education; *Student Needs
IDENTIFIERS- Alternative Conceptions; Louisiana

The researcher/author developed, out of necessity as a teacher, an alternative method to teach reading to a classroom containing students with learning disabilities. A study sought to determine whether the "Achieve" reading curriculum is an effective instructional methodology for increasing the reading achievement of seventh-grade students with learning disabilities. If the curriculum is effective, a new way of viewing reading instruction for students with learning disabilities will result. With this new paradigm, the student with learning disabilities will be provided an opportunity to succeed in reading. The specific research question was whether the "Achieve" reading curriculum will increase the reading achievement in a selected seventh-grade special education classroom (n=10) in a Louisiana middle school. Concept/theory based sampling was used. The classroom was observed and interviews were conducted, and qualitative content analysis was conducted to determine if certain patterns or themes were recurring in the data. Data analysis yielded six recurring patterns/themes. Findings suggest that this curriculum increased the reading achievement of middle school students with learning disabilities in one Louisiana classroom. The six themes show why such a conclusion can be reached. The Achieve Reading Curriculum is appended. (Contains 48 references.) (NKA)

ED 459 445 CS 014 584

Baker, Kim; Gormley, Kathleen; Lawler, Marianna; McDermott, Peter
Discovering the Voices of Multiethnic Literature through Critical Reading and Discussion.
PUB DATE- 01
NOTE- 10p.; Paper presented at the New York State Reading Conference (Syracuse, NY, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)

An Unbroken Chain of Learning and Teaching.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Field Experience Programs; High Schools; Higher Education; *Public Schools; *Teacher Collaboration; *Team Teaching; *Writing Instruction
IDENTIFIERS- Project Innovation; Western Carolina University NC

This paper discusses the development and implementation of a project designed to provide faculty at Western Carolina University (North Carolina) with field experience in public schools. According to the paper, the project focused on team-teaching a high school sophomore so that the professors could learn from the student about the real world of public school English classes. The paper describes what the teaching project, which was rooted in writing instruction for the high school students, was like for a Director of English Education at Western Carolina University and a first-year high school English teacher. The paper discusses the benefits of collaborative strategies and summarizes what has been learned by each teacher. It includes a questionnaire for the students to evaluate the collaborative efforts of the two educators. (NKA)

ED 459 464 CS 217 768

Wood, Tammy
Teaching Selected Poems from Jim Wayne Miller's "The Brier Poems."
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Figurative Language; Intermediate Grades; Lesson Plans; *Poetry; Units of Study
IDENTIFIERS- Appalachian Culture; *Appalachian Literature; Poetic Forms; Virginia Standards of Learning Program

All lessons in this unit of study are designed to introduce some of the basic elements of poetry (simile, metaphor, alliteration, sensory language, etc.) while exposing students to a realistic slice of Appalachian life. Appropriate grade levels and a time frame are suggested, and relevant Virginia Standards of Learning are outlined in the unit. Necessary materials are also cited, and teacher's notes are provided. The unit contains seven lessons (using seven poems): (1) "Fish Story"; (2) "A House of Readers"; (3) "Skydivers"; (4) "Winter Days"; (5) "The Brier Breathing"; (6) "The Brier Losing Touch with His Traditions"; and (7) "The Trade." Lessons in the unit contain a procedure for the teacher to follow and extension activities. Also provided are assessment/evaluation ideas. (NKA)

ED 459 465 CS 217 769

A Teacher's Guide for "The Merchant of Venice" and "Othello."
PUB DATE- 00
NOTE- 21p.; Funded by Exxon Mobil Corporation. Produced by WGBH Educational Foundation Educational Programming and Outreach

Coordinating Delivery at a Distance: By the Seat of Your Pants.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999). Some photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; *Course Descriptions; *Course Organization; *Distance Education; Higher Education; *Teacher Student Relationship
IDENTIFIERS- Concordia University Saint Paul MN

Instructors who have put together a course to reach the distant learner can tell the nightmares of preparing and delivering a syllabus. Many are the instructors who have attempted and failed to teach a distance learning course when little or no thought was given to modifying the method of delivery or how to connect the distant and remote site students. While working through the angst and logistics of this new paradigm in teaching in the Communication Department at Concordia University St. Paul, several training and administrative issues deserve significant discussion time on the faculty meeting agenda. While faculty spend significant time in dialogue, the pioneers are getting it done, some with little or no help. This paper discusses what goes into planning for delivering at a distance, including supporting, motivating, training and guiding pioneer instructors to the final exam. As today's faculty debate traditional vs. "distance education," Farhad Saba (1999) will argue that faculty should spend more time studying structure vs. dialogue as measures of the attempt by faculty vs. students, to exert control of the classroom. Faculty will need support through the transition. (Contains 31 references. The course syllabus, lesson plans, suggestions for effective teacher/student communication procedures, and an outline for a training workshop are attached.) (RS)

ED 459 485 CS 510 700

Wong, Jean; Celce-Murcia, Marianne
A Discourse Analysis of "(the) same" in English Conversation.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Conference of the American Association for Applied Linguistics (St. Louis, MO, February 24-27,2001). Bibliography not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; *Connected Discourse; Discourse Analysis; *English; *Language Patterns; Nouns
IDENTIFIERS- *Conversation; Conversational Analysis; Research Suggestions

This paper first briefly reviews what Halliday and Hasan (1976) said about "(the) same." The paper then examines the understanding of this form by qualitatively analyzing 259 naturally occurring spoken tokens of "(the) same" in their discourse contexts. It focuses on the following questions with reference to the data: (1) What determiners can occur before "same" besides "the"? (2) When can the determiner "the" be deleted? (3) What is the structure of tokens where "(the) same" occurs without a Head noun? (4) How is "(the) same" used in

Journalist To Do?" (Bonnie Brennen and Lee Wilkins); "The Fairness Factor: Exploring the Perception Gap between Journalists and the Public" (Deborah Gump); and "Leaks: How Do Codes of Ethics Address Them?" (Taegyu Son). (RS)

ED 459 505 CS 510 723

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Entertainment Studies Interest Group.
PUB DATE- 01
NOTE- 154p.; For other sections of the 2001 proceedings, see CS 510 704-724.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Audience Analysis; Broadcast Television; *Diversity (Institutional); *Film Production; Focus Groups; Higher Education; *Journalism Education; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Sexuality; Television Research
IDENTIFIERS- Cable News Network; Film Reviews; Hong Kong; *Media Coverage; Prime Time Television

The Entertainment Studies section of the proceedings contains the following 6 selected papers: "Mass Media Use and Teen Sexuality: Findings from the National Longitudinal Study of Adolescent Health" (Myra Gregory Knight); "Focus Group Analysis: Can It Help Explain Present Audience Discontent with Broadcast Network Television?" (William J. Adams); "Fall Colors 2000: The State of Diversity in Broadcast Network Prime Time Television" (Katharine E. Heintz-Knowles and Jennifer Henderson); "Wong Kar-Wai: An International Auteur in Hong Kong Film-Making" (Timothy R. Gleason, Qi Tang, and Jean Giovanetti); "The Influence of Media Ownership on News Coverage: A Case of CNN's Coverage of Movies" (Jaemin Jung); and "That Which Unites and Divides Us: A Study of Television Audience Meaning-Making" (Karen E. Kline). (RS)

ED 459 506 CS 510 724

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Media Management and Economics Division.
PUB DATE- 01
NOTE- 206p.; For other sections of the 2001 proceedings, see CS 510 704-723.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Broadcast Industry; *Broadcast Television; Case Studies; Competition; Content Analysis; *Context Effect; Higher Education; *Internet; *Journalism Education; Newspapers; Programming (Broadcast); *Radio
IDENTIFIERS- *Newsmagazines

The Media Management and Economics section of the proceedings contains the following 6 selected papers: "Audience Economics of European Union Public Service Broadcasters: Assessing Performance in Competitive Markets" (Robert GH. Picard); "Remembering the DuMont Network: A Business Case Study Approach" (Walter S. McDowell); "The Impact of Competition on Weekly Newspaper Advertising Rates" (Stephen Lacy, David C.

Sinclair, Beth
State ESEA Title I Participation Information for 1998-99: Final Summary Report.
PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Evaluation; *Federal Aid; *Federal Programs; *Federal State Relationship; *Government Publications; Standards
IDENTIFIERS- *Elementary Secondary Education Act Title I

This report summarizes data for two components of the Title I program: (1) Title I Grants to Local Educational Agencies; and (2) the State Agency Program for Neglected or Delinquent Children and Youth. Important program-management data regarding several aspects of the Title I program for 1998-99 are presented in six sections: district, schools, and students served, the range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards, as reported by states on Title I State Performance reports. State-by-state tables serve to illustrate the text; they amplify the participation data and offer a more detailed look at several aspects of the Title I program. For 1998-99, data were submitted beginning in December 1999 and continuing through 2000. Unfortunately, data are incomplete or missing because one-fifth of the states had not submitted data as of mid-January 2001, indicating problems with timeliness and accuracy of state-reported data. The Department of Education is currently working with these delinquent states to improve the quality of data collection and reporting. (Contains 22 tables and 13 figures.) (RT)

ED 459 527 EA 031 477

A Call to Action for American Education in the 21st Century.
PUB DATE- 98
NOTE- 46p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Standards; Accountability; Adult Education; College Preparation; Discipline; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Federal Aid; Government Publications; Internet; National Competency Tests; *National Standards; Postsecondary Education; School Choice; School Construction; School Safety; Technology Education

This document describes President Clinton's call to action for American education in the 21st century. Strong, safe schools with clear standards of achievement and discipline, and talented and dedicated teachers in every classroom are needed. Priorities include: setting rigorous national standards, with national tests in fourth-grade reading and eighth-grade math to make sure children master the basics; making sure there is a talented and dedicated teacher in every classroom; helping every student to read independently and well by the end of the third grade; expanding Head Start and challenging parents to get involved early in their children's learning; expanding school choice and accountability in public education; making sure schools are safe, disciplined, and drug free, and

Schools Exceptional Student Education Department through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act, Part B.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Civil War (United States); Classroom Techniques; Curriculum; *Disabilities; North American History; Reconstruction Era; Regular and Special Education Relationship; Secondary Education; Slavery; Social Studies; *Student Educational Objectives; Student Evaluation; *Teaching Methods; *United States History; World War I

This teacher's and student's guide is part of a series of content-centered packages of supplemental reading, activities, and methods adapted for students who have disabilities. Parallel Alternative Strategies for Students (PASS) materials are designed to help these students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. This guide is intended for teachers and students of American history and covers the time period prior to 1763 until 1940. The content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. It is divided into 16 units of study that correspond to the social studies strands. Each unit in the teacher's guide contains: a description of the unit focus, suggestions for enrichment, an assessment, and an answer key. The teacher's guide appendices include instructional strategies, teaching suggestions, inclusion suggestions, and a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 28 references.) (CR)

ED 459 547 EC 308 724

Fresen, Sue; Logan, Joshua; McCarron, Kathleen
American History--Part 2. Teacher's Guide and Student Workbook . Revised. Parallel Alternative Strategies for Students (PASS).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE- 00
NOTE- 579p.; Course No. 2100310. Developed by the Leon County Schools Exceptional Student Education Department through the Curriculum Improvement Project. Funded under the Individuals with Disabilities Education Act, Part B.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Classroom Techniques; Curriculum; *Disabilities; North American History; Regular and Special Education Relationship; Secondary Education; Social Studies; *Student

Educ Act Amend 1997; *Wisconsin

This book is designed to further understanding of the procedures of Wisconsin's special education programs. The first section of the book is a large chart that is divided into key topics, including child find, transition, referral evaluation procedures, the Individualized Education Program (IEP) team, eligibility, the IEP, student placement, and reevaluation. For each topic, the requirements under the Individuals with Disabilities Education Act (IDEA) are noted, along with an explanation of what the law means, what needs to be done, and what parents need to know or do. Section 2 of the book discusses student placement options other than the traditional public school, including: charter schools, local educational agency placement of a student in a private school, parent placement of a student in a private school, homebound schooling, and home schooling. Section 3 describes how parents and educators can work together to problem solve. Steps parents and teachers can take to informally resolve disagreements are discussed, along with Independent Educational Evaluations, mediation, State IDEA complaints, and due process hearings. Section 4 focuses on addressing behavior problems, functional behavioral assessment, developing behavioral intervention plans, and suspension and expulsion. The final section lists resources relating to disability and includes a glossary. (CR)

ED 459 567 EC 308 755

Mattson, Beverly
Related Services. 2nd Edition. NICHCY News Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; Art Therapy; Assistive Devices (for Disabled); Audiology; Counseling Services; *Disabilities; Educational Finance; Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Aid; *Federal Legislation; Health Services; Medical Services; Music Therapy; Needs Assessment; Occupational Therapy; Physical Therapy; Pupil Personnel Services; Recreational Activities; Rehabilitation Counseling; School Responsibility; Social Work; *Special Education; Speech Language Pathology; Speech Therapy; *Student Evaluation; Transportation
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); *Related Services

This publication examines the requirement under the Individuals with Disabilities Education Act (IDEA) that mandates that all children with disabilities have available to them special education and related services designed to meet their unique needs and prepare them for employment and independent living. It investigates what is meant by "related services" and why they are an important part of educating children with disabilities. It begins by looking at the related services listed in the Federal regulations, eligibility, the evaluation process for assessing related services need, and the school's obligation to provide related services free of charge. Part 2 presents information about different types of related services, including artistic/cultural programs, assistive technology the role of the specialists in early childhood special education and sensory impairments was developed. Distance delivery sites were established for students located in rural regions. Thirty-two students were recruited and admitted to the program, and 24 completed the program by the end of the grant period. Five will complete their program in Spring 2002. Seven of the completing students were located in rural and remote areas. All became state licensed and endorsed in hearing or vision impairments (birth to 5). Qualifying for this endorsement required that students must have previously held or obtained a license in early childhood special education. Students were supported by grant funded stipends while they completed both their preservice preparation and their early childhood special education program. All but two of the graduates were employed. Budget information, and summaries of student information, course evaluations, employer evaluations of graduates, and parent satisfaction with graduates are included. (SG)

ED 459 586 EC 308 776

Rule, Sarah; Tso, Marion
Using Constant Time Delay To Teach Preventative Safety Skills to Preschoolers with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Family Attitudes; Intervention; Learning Activities; *Learning Experience; *Preschool Children; Preschool Education; *Safety Education; *Teaching Methods; *Toddlers
IDENTIFIERS- Utah State University

This final report describes a study to investigate the effects of an intervention procedure that included time delay, praise, and other cues on the acquisition of safety skills in preschool children with disabilities. Twelve preschool-aged children with disabilities from six different classrooms participated. Preventive safety skills consisted of recognizing exemplars of an unsafe situation and changing it in order to make it safer. Responding to unsafe settings was measured in two settings: classroom and home. One pair of children was instructed using a multi-component teaching procedure that incorporated time delay, prompts, and praise. The other child watched. A multiple probe design across pairs of children was used to assess the effects of the procedures. Learners who were directly taught correctly completed more preventive steps during teaching than baseline sessions and showed some generalization of responding to unsafe situations. Learners who observed did not respond to classroom probes, however, when an extra cue was provided, three of these learners correctly responded. No learner consistently responded to unsafe situations set up during home probes before or after the teaching. Results of the study are discussed in terms of: (1) target and observational learners' responses to unsafe situations as a result of teaching; (2) generalization of skills to the home setting; (3) evidence of maintenance; (4) reliable implementation of teaching procedure; and (5) parents' and teachers' responses to the research. (Contains 51 references and 10 appendices.) (SG)

ED 459 587 EF 005 928

English for speakers of other languages (ESOL) students attending mainstream university courses for the first time struggle with language proficiency issues and have to adjust to unfamiliar pedagogical concepts, including an emphasis on critical thinking. The purpose of this paper is to determine to what extent and to what degree ESOL and mainstream teachers use questions to foster critical thinking skills. This study looks at cognitive level questions, wait-time behavior, use of comprehension checks, confirmation checks and clarification requests, as well as the length, syntactic complexity and cognitive level of student responses. Two advanced ESOL reading/writing classes and two entry-level mainstream writing courses were the sites of this study. Classes were observed and audio-taped with the results transcribed. Transcripts from whole-class discussions of reading assignments and discussions with teachers were analyzed. Tabulations of the question types in each group revealed that the mainstream teachers asked a greater percentage of higher order (i.e., related to critical thinking) questions, though the ESOL teachers asked far more questions. Post-question wait-time was longer in the ESOL classes, and there were far more comprehension and confirmation checks and clarification requests. Both teachers made speech adjustments to help students ask higher order questions. The results confirm that mainstream teachers in low-level writing classes emphasize critical thinking skills whereas ESOL teachers, even in advanced level writing classes, devote class time to both text comprehension and critical thinking. Appendices include both transcription samples and statistical tests. (Contains 49 references.) (KFT)

ED 459 610   FL 026 994

Johnson, Connie R.
A Comparison of Students' Beliefs towards Foreign Language Acquisition in Mexico and the United States.
PUB DATE- 98
NOTE- 17p.; Contains cropped text.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; English (Second Language); Foreign Countries; *High Risk Students; Higher Education; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; Student Surveys; Teacher Surveys
IDENTIFIERS- *Mexico; United States

This paper reports on the language learning beliefs of beginning-level English as a foreign language (EFL) students in a Mexican university, part of a larger study to find out why so many Mexican EFL at-risk academic learners fail. The at-risk learners beliefs about foreign language learning are compared with those of English proficient beginning level Mexican university students and also with those of beginning foreign language students in the United States. It is stressed that preconceived notions about language learning can affect learners' ability in the classroom. Students who think second language learning mainly involves learning grammar will spend most of their energy on learning grammar, while older learners may believe that younger learners have a special ability and have negative expectations about their chances for success. This paper reports on the results of attitude research of three groups: one group of basic foreign language learners in the United States, and two beginning Mexican foreign language learners--one group of proficient EFL learners and one group of

University, Georgia State Department of Technical and Adult Education, American Medical Association, National Center for the Study of Adult Learning and Literacy, National Senior Citizens Education and Research Center, World Education, and System for Adult Basic Education Support.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Community Health Services; Federal Legislation; Health Materials; *Literacy; *Migrant Health Services

This U.S. Department of Education, Division of Adult Education and Literacy (DAEL) symposium was designed to engage health and adult education practitioners in dialogues regarding strategies to help older adults with limited basic skills and their families to communicate more effectively with their health care providers. This volume summarizes the symposium's presentations and contains relevant accompanying materials. Section 1 is an introduction. Section 2 contains DAEL's letter introducing the symposium, a summary of the opening remarks, and the symposium agenda. Section 3 includes summaries of each presentation, and Section 4 summarizes a plenary discussion of key issues. Appendices include presenters' biographies, a complete list of participants, lists of members of committees that helped plan the symposium, and slides to complement the summaries in section 3. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 459 633 FL 801 490

Moine-Boothe, Judith D., Ed.
Notes on Literacy, 1999.
PUB DATE- 99
NOTE- 94p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Bilingual Education Programs; Cultural Education; Ethnic Groups; Foreign Countries; Language Minorities; *Literacy; Politics of Education
IDENTIFIERS- Philippines

This quarterly journal serves literacy programs by sharing information of a practical and theoretical nature with literacy field workers. Articles in this volume include the following: "Long Words" (Ursula Weisemann); "Introduction to Bilingual Schooling Typology through Three Examples" (Scott McCracken); "The Challenge of Introducing First Language Component-Bridging Programs into the Philippine Formal Education Program" (Catherine Young); "The Cultural Impact of Literacy" (Julie Nelson); "Thoughts on the REFLECT Approach, Literacy, and Community Development in Ethnic Minority Language Groups" (Dennis and Susan Malone); "Literacy Programs: Getting the Ideology Right" (Keith Berry). There is also one book review: "The Politics of Writing," by Romy Clark and Roz Ivanic, is reviewed by Linda Seyer. (Contains 46 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Contains 46 references) (KFT)

ED 459 634 FL 801 494

Lems, Kristen
Using Music in the Adult ESL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

references.) (SLD)

ED 459 656 HE 034 548

Wessler, Stephen; Moss, Margaret
Hate Crimes on Campus: The Problem and Efforts To Confront It. Hate Crimes Series. Bureau of Justice Assistance Monograph.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; Colleges; *Crime Prevention; Educational Environment; *Higher Education; *Incidence; *Racial Bias
IDENTIFIERS- *Hate Crime

This monograph examines four aspects of the problem of bias, prejudice, and hate crimes on American college and university campuses. First, the monograph examines the prevalence of hate crimes on campuses, considering who is targeted, the kinds of crimes that are committed, and the frequency and impact of bias incidents. The monograph then identifies common problems college communities have experienced in responding to hate crimes and provides recommendations for prompt, effective, and appropriate responses. It also describes several promising efforts to respond to campus hate crimes and implement prevention programs. Finally, the monograph explains the difference between hate crimes and bias incidents and discusses the factors police consider to determine whether a hate crime has been committed. For various reasons, reliable statistics on hate crimes on campuses are elusive, but the Federal Bureau of Investigation in its 1998 report, based on data from 450 colleges and universities, identified 241 incidents of hate crimes at institutions. Of these, 57% were considered motivated by race, 18% by anti-Semitism, and 16% by bias based on sexual orientation. Hate crimes occur at virtually every type of college and university in every part of the United States, and such crimes impair the educational mission of an institution of higher learning and deprive students and faculty of an atmosphere free of fear and intimidation. "Commonly Asked Questions about Hate Crimes and Bias Incidents" and resources for more information are appended. (SLD)

ED 459 657 HE 034 549

Transnational Education and the New Economy: Delivery and Quality. Studies on Higher Education.
PUB DATE- 01
NOTE- 169p.; Chapters based on papers presented at the Annual Meeting of the Global Alliance for Transnational Education (GATE) Conference (5th, Colorado Springs, CO, October 2-4, 2000).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum; Distance Education; Foreign Countries; *Higher Education; *International Education; Job Skills; *Qualifications; *Recognition (Achievement)
IDENTIFIERS- Europe; *Transnationalism; Vietnam

This volume contains 17 papers based on presentations given at a conference on transnational education. These papers focus on academic recognition and the equivalence of academic qualifications. The papers in the first section, "Challenges immigrant students at a large public university system in the United States. Immigrants were defined as "foreign-born" people, regardless of citizenship or legal residence status, and the focus was on immigrants whose native language was not English. The dependent variable was the students' college grade point average (GPA). Analyses were based on 1,854 immigrant students whose native language was not English and who had completed at least 24 credit hours. With the exception of gender during the second semester, sociodemographic variables showed no statistically significant relationship with academic success. Findings indicate that immigrants who lived in the United States for 10 years or longer tended to have lower GPAs than students who emigrated more recently. This suggests that emigrating to the United States may have interrupted the native language acquisition of these students, which in turn can inhibit second language acquisition and constrain academic achievement. Academic major was an indicator of academic achievement for this population, with students who were undecided on a major having lower GPAs. Total credits completed did have a positive association with academic success. Placement tests measuring academic English proficiency added little value in predicting academic success for these students. Some implications for college admissions for immigrants are discussed. (Contains 6 tables and 56 references.) (SLD)

ED 459 677   HE 034 583

Harms, Joan Y.
A Web-Based Measurement of the Assessment Needs of Student Affairs Professionals and the Role of the Student Affairs Researcher. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Research; Evaluation Methods; Higher Education; *Researchers; Student Evaluation; Student Personnel Services; *Student Personnel Workers; Surveys; Training; *World Wide Web

The student affairs researcher often assists student affairs directors and professionals to accomplish their program assessment goals. This study identifies the information, consultation, and training needs in research and assessment of student affairs professionals at a research institution. The paper also summarizes the problems and possibilities of using Web-based surveys, and describes how the results might impact the research office in advancing the program assessment goals of the division. Of 98 full-time student affairs personnel invited to participate, 26 mid-managers and 42 professional staff members responded to a Web survey instrument developed for the study. Results show that most student affairs professionals report a basic level of research and assessment expertise. Although mid-managers and staff members had common needs, each group had distinctive interests. Mid-managers were more interested in accountability measures and the design of assessment projects. Staff members favored more specific service-oriented measurement tools. Student affairs personnel used e-mail and were positioned to respond to activities presented on the Internet. Mid-managers were especially concerned about how to integrate technology into program

Burke, Jennifer
New Directions--Teacher Technology Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.; A SREB-SEIR*TEC Publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Computer Uses in Education; *Educational Technology; Higher Education; Professional Development; Program Development; *Teacher Education; Training
IDENTIFIERS- Southern Regional Education Board; *United States (South)

Recently there has been significant emphasis on changing teacher preparation programs to ensure that new teachers are prepared to use technology in the classroom. There are several illustrations of this increased attention across the nation, including: the U.S. Department of Education's "Preparing Tomorrow's Teachers" program; the "Teacher Preparation StaR Chart: A Self Assessment Tool for Colleges of Education," released by the CEO Forum on Education and Technology; and announcement by the national Council for Accreditation of Teacher Education of new performance-based standards to be used in evaluating teacher preparation programs for accreditation. Previously, technology training in most southern states has been targeted as professional development efforts for current (inservice) teachers. The focus is now on the technology competency of new teachers in state-approved teacher education programs. Georgia, Kentucky, Texas and Virginia have taken new directions to address technology skills of new teachers. The "A Plus Education Reform Act of 2000," enacted by the Georgia legislature effective July 2000, requires students in postsecondary teacher preparation programs to be "proficient in computer and other instructional technology applications and skills." In Kentucky, accredited teacher education institutions are required to prepare teachers to meet new standards, including those for technology, set by the Kentucky Professional Standards Board. The State Board for Educator Certification in Texas has developed standards for all new teachers regardless of teaching field or subject certification. In Virginia, the State Board of Education has adopted a requirement that all teachers will have to demonstrate proficiency in technology for license renewal starting in 2003. Other states across the region have taken different approaches toward implementing technology standards for teachers. Includes Teacher Technology Standards and Licensing Requirements (August 2000) for 16 southern states. (AEF)

ED 459 696 IR 021 055

Miller-Whitehead, Marie
Conducting a Web Search.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; Information Retrieval; Information Seeking; *Online Catalogs; *Online Searching; Search Strategies; *World Wide Web

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Developed Nations; Developing Nations; Foreign Countries; *Information Technology; Library Role; *Telecommunications
IDENTIFIERS- *Access to Technology; Barriers to Implementation; Canada; *Digital Divide; New Zealand; Technology Utilization; United Kingdom; United States

The phrase, "digital divide," has been applied to the gap that exists in most countries between those with ready access to the tools of information and communication technologies and the knowledge that they provide access to, and those without such access or skills. This gap may be because of socio-economic, geographical, educational, attitudinal, or generational factors, or it may be through physical disabilities. A further gap between the developed and underdeveloped world in the uptake of technology is evident within the global community and may be of even greater significance. This paper examines a number of these issues at the national level in the United States, United Kingdom, Canada, and New Zealand, looking for evidence of the digital divide, assessing factors that contribute to it, and evaluating strategies that can help reduce it. The relevance of these strategies to developing countries, strategies for reducing the international digital divide, and the role of libraries in reducing the digital divide at the national and global level are also explored. (Contains 14 references.) (Author/MES)

ED 459 715 IR 058 209

Dorner, Daniel G.
Knowledge Creation from Australasian LIS Journals: A Content Analysis.
PUB DATE- 01
NOTE- 21p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citation Analysis; Classification; Content Analysis; Foreign Countries; *Information Science; Literature Reviews; Publishing Industry; *Scholarly Journals; Tables (Data); Use Studies
IDENTIFIERS- Australasia; *Information Science Research; *Knowledge Development; Library Journals

This paper reports on a study of the content of library and information science (LIS) journals published in Australasia (e.g., Australian Library Journal, Fiji Library Journal, New Zealand Libraries, and Singapore Libraries). The study's purpose was to analyze how the content of Australasian LIS journals is affecting knowledge creation among the LIS community of professionals, technicians, academics, and students in Australasia. The paper begins by providing contextual information for the study, i.e., definitions of key terms and concepts. The contextual information is followed by a literature review that includes an analysis of the LIS publishing industry in Australasia. The next section is a description of the methodology of the research, then the content analysis of the journals, and finally the conclusions

management, records management, and computing industry sectors. The survey instrument was designed to measure preferences in terms of course content, course options (i.e., professional development, program of study in an existing award, or dedicated award), industry demand for KM qualified personnel, and attitudes toward KM. Whether respondents were positively or negatively disposed toward KM was measured using a Likert scale. Statements focused on three key dimensions of attitude toward KM: denoting expectations, identification or belonging, and perceived valued. Dimensions were operationalized with statements that invited respondents to say whether they: regarded KM as durable; saw themselves as Knowledge Managers; and could see career benefits in learning more about KM. Data are presented for sample population characteristics, KM training needs (course content), course options, employability, and attitudes toward KM. A provisional postgraduate studies model for a KM course is described. (Contains 11 graphs and 9 references.) (MES)

ED 459 736 IR 058 230

Andresoo, Janne
The National Bibliography Concept in a Changing Information Environment.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Conferences; Foreign Countries; *Information Technology; *Library Role; Library Services; *National Libraries; World Wide Web
IDENTIFIERS- Czech Republic; Estonia; Finland; Latvia; Legal Deposit; *National Bibliographies; Norway; Russia; Sweden; *Technological Change

The questions of how and to what extent the changing information environment has influenced the concept of the national bibliography were addressed at the conference, "The National Bibliography in a Changing Information Environment," held in Estonia in October, 2000. The National Library of Estonia, organizer of the conference, invited experts on the topic of national bibliography from neighboring states--Finland, Sweden, Norway, Latvia, Russia, and the Czech Republic--to make presentations. The main subjects discussed at the conference were: changed functions of national bibliographic data, the scope of the national bibliography, legislation regulating delivery of legal deposit copies, the production and use of the national bibliographic data, the recording of World Wide Web documents as an essential part of national heritage, and retrospective conversion. This paper reports on the conference presentations. (MES)

ED 459 737 IR 058 231

Muswazi, Paiki
Transforming the Swaziland National Bibliography (SNB): Visions of Currency, Access, Coverage and Quality.
PUB DATE- 01
NOTE- 9p.; In: Libraries and Librarians: Making a Difference in

Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Libraries; *Emergent Literacy; *Library Role; *Library Services; Professional Associations; *Public Libraries
IDENTIFIERS- Association Role

This paper discusses early literacy activities provided in and sponsored by libraries. Some of the factors that impact the lives of the children and families that libraries serve are summarized, including the percentage of the population under 18, racial and ethnic diversity, family structures, percentage of children in childcare, low birth weight, the birth rate for adolescents, percentage of children read to at home, early childhood center enrollment, and ability of children entering kindergarten to recognize letters. A definition of emergent literacy is presented, and the role of public libraries in addressing emergent literacy is discussed. Several early literacy programs provided by public libraries, state agencies, and national associations are described, including programs at the Providence Public Library (Rhode Island), the San Mateo County Library (California), the Multnomah County Library (Oregon), the Duluth Public Library (Minnesota), the Vermont Center for the Book, Motheread, Inc. (North Carolina), and the Association for Library Service to Children. (Contains 16 references.) (MES)

ED 459 758 IR 058 252

Rader, Hannelore B.
Cooperative Ventures between the University and the Library.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Cooperative Programs; Higher Education; Information Literacy; Information Technology; *Librarian Teacher Cooperation; *Library Cooperation; *Partnerships in Education; School Community Relationship
IDENTIFIERS- University of Louisville KY

This paper describes initiatives at the University of Louisville (Kentucky) as an example of a successful scenario where, through a variety of partnerships, the libraries have become more central in the campus teaching and learning community. The first section describes faculty-librarianship partnerships, including initiatives related to information literacy, distance education, faculty development, a writing center, higher education opportunities for UPS (United Parcel Service) employees, research support, and assessment. The second section addresses partnerships in the health sciences, including initiatives with the hospitals and the IAIMS (Integrated Advanced Information Management System) grant for informatics. The third section covers partnerships on campus, including partnerships with student groups, a partnership with the devolution of power to the regions and municipalities; and the privatization of substantial section of economic activity previously owned by the state in key sectors of the economy led to the establishment of independent authorities with strong regulatory powers in their specific sectors. This section also lists necessary actions in order to tap external expertise effectively to make it useful for legislative decision-making. It is concluded that it is fundamental for research department to actively support the efforts of parliamentary bodies so as to play a leading role in the new open circuits of knowledge. (MES)

ED 459 779 IR 058 274

Al-Zahrani, Rashed S.
The Institute of Public Administration's Document Center: From Paper to Electronic Records--A Full Image Government Documents Database.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Figures contain very small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Government Libraries; *Government Publications; *Information Retrieval; *Information Systems; Library Collections; Library Role; Library Services; *Systems Development; Users (Information)
IDENTIFIERS- Saudi Arabia

Since its establishment in 1960, the Institute of Public Administration (IPA) in Riyadh, Saudi Arabia has had responsibility for documenting Saudi administrative literature, the official publications of Saudi Arabia, and the literature of regional and international organizations through establishment of the Document Center in 1961. This paper presents the experience of the IPA in the documentation of administrative information. Highlights include: the objectives of the Document Center; users of the center; administrative sections; the collection; and stages of information technology developments, including features of the Nomo and Nomo II information retrieval system. (MES)

ED 459 780 IR 058 275

Ngulube, Patrick
Strategies for Managing Digital Records and Documents in the Public Sector in Sub Saharan Africa.
PUB DATE- 01
NOTE- 7p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Electronic Publishing; Foreign Countries; Government Role; *Information Management; *Information Technology; *Preservation; Problems

should be based on learners' requirements, their capability, and the infrastructure available to them. Development of multimedia and simulated courseware together with internship will produce successful LIS professionals. (Contains 10 references.) (Author/MES)

ED 459 800 IR 058 295

Haiqun, Ma
On the Reform of Library and Information Science Education According to the Changes of Librarians' Function under Network Environment.
PUB DATE- 01
NOTE- 6p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Higher Education; Information Literacy; Information Science Education; *Information Services; Information Technology; *Instructional Development; *Internet; *Library Development; Library Role; Library Science

Based on an analysis of the direction of library development and changes in librarians' social functions, this paper presents some key measures in the reform of library and information science education. The first section discusses the developing direction of the library cause under the network environment. The second section covers librarians' social responsibilities under the network environment, including: (1) Internet navigation (providing source information); (2) Internet information organization (providing processed information); (3) Internet information development (providing desired information); and (4) Internet information consulting service. The third section addresses principles and measurement of library and information science (LIS) education reform, including putting more weight on the practical teaching of Internet information, taking the guidance and education of the idea of intellectual property rights seriously, strengthening the education of information literacy for LIS students, and reforming and designing a course system for LIS education. (MES)

ED 459 801 IR 058 296

Manmart, Lampang
Impact of Internet on Schools of Library and Information Science in Thailand.
PUB DATE- 01
NOTE- 12p.; In: Libraries and Librarians: Making a Difference in the Knowledge Age. Council and General Conference: Conference Programme and Proceedings (67th, Boston, MA, August 16-25, 2001); see IR 058 199. Based on author's Ph.D. Thesis, University of Canberra, Australia. Financial support provided by University of Canberra and Khon Kaen University. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Developing Nations;

presentation changes are considered irrelevant. The paper is divided into seven sections. The first section is an introduction. The second presents background about this work and its motivation. Sections three and four describe the approach used and its implementation as a prototype system. Section five gives an overview of the study to better understand how people perceive changes and how to refine the Path Manager. Sections six and seven conclude the paper. (Contains 24 references.) (AEF)

ED 459 819 IR 058 355

Chau, Michael; Zeng, Daniel; Chen, Hsinchun
Personalized Spiders for Web Search and Analysis.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Computer and Information Science and Engineering.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Also supported by NSF Computation and Social Systems Program. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Retrieval; Information Systems; Internet; *Online Searching; Search Strategies; *User Needs (Information); *World Wide Web
IDENTIFIERS- Browsing; Search Engines; Spiders

Searching for useful information on the World Wide Web has become increasingly difficult. While Internet search engines have been helping people to search on the Web, low recall rate and outdated indexes have become more and more problematic as the Web grows. In addition, search tools usually present to the user only a list of search results, failing to provide further personalized analysis which could help users identify useful information and comprehend these results. To alleviate these problems, the authors propose a client-based architecture that incorporates noun phrasing and self-organizing map techniques. Two systems, namely CI Spider and Meta Spider, have been built based on this architecture. User evaluation studies have been conducted and the findings suggest that the proposed architecture can effectively facilitate Web search and analysis. (Contains 23 references.) (Author)

ED 459 820 IR 058 356

Witten, Ian H.; Bainbridge, David; Boddie, Stefan J.
Power to the People: End-User Building of Digital Library Collections.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Interfaces; Computer Software Development; *Electronic Libraries;

Information Systems; Internet; Library Collection Development; User Needs (Information); *Users (Information); World Wide Web

Digital library systems focus principally on the reader: the consumer of the material that constitutes the library. In contrast, this paper describes an interface that makes it easy for people to build their own library collections. Collections may be built and served locally from the user's own Web server, or (given appropriate permissions) remotely on a shared digital library host. End users can easily build new collections styled after existing ones from material on the Web or from their local files-or both, can collections can be updated and new ones brought online at any time. The interface, which is intended for non-professional end users, is modeled after widely used commercial software installation packages. The paper also describes an interface for the administrative user who is responsible for maintaining a digital library installation. (Author/AEF)

ED 459 821 IR 058 357

Myers, Brad A.; Casares, Juan P.; Stevens, Scott; Dabbish, Laura; Yocum, Dan; Corbett, Albert
A Multi-View Intelligent Editor for Digital Video Libraries.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Authoring Aids (Programming); *Editing; Electronic Libraries; Information Technology; *Interactive Video; Multimedia Materials; Video Equipment
IDENTIFIERS- *Digital Technology; Metadata

Digital video is becoming increasingly ubiquitous. Most camcorders today are digital, and computers are being advertised based on their video editing capabilities. Many exciting research projects are investigating how to search, visualize, and summarize digital video, but there is little work on new ways to support the use of the video beyond just playing it. In fact, editing video is significantly more difficult than editing textual material. Silver (Simplifying Interactive Layout and Video Editing and Reuse) is an authoring tool that aims to allow novice users to edit digital video. The goal is to make editing of digital video as easy as text editing. Silver provides multiple coordinated views, including project, source, outline, subject, storyboard, textual transcript and timeline views. Selections and edits in any view are synchronized with all other views. A variety of recognition algorithms are applied to the video and audio content and then are used to aid in the editing tasks. The Informedia Digital Library supplies the recognition algorithms and metadata used to support intelligent editing, and Informedia also provides search and a repository. The metadata includes shot boundaries and a time-synchronized transcript, which are used to support intelligent selection and intelligent cut/copy/paste. (Contains 35 references.) (Author/AEF)

ED 459 822 IR 058 358

including summarization of textual and video resources along with definitions of unfamiliar terms; and interaction with the results through a highly interactive, multimodal, Web-based thin-client architecture. The researchers have begun preliminary experiments with end users that can provide specific information on how to personalize search and summarization. (Contains 33 references.) (AEF)

ED 459 840 IR 058 376

Lorie, Raymond A.
Long Term Preservation of Digital Information.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; *Electronic Libraries; Information Management; Information Processing; Information Storage; Information Systems; *Preservation
IDENTIFIERS- Data Management; *Digital Data; *Digital Technology

The preservation of digital data for the long term presents a variety of challenges from technical to social and organizational. The technical challenge is to ensure that the information, generated today, can survive long term changes in storage media, devices, and data formats. This paper presents a novel approach to the problem. It distinguishes between archiving of data files and archiving of programs (so that their behaviors may be reenacted in the future). For the archiving of a data file, the proposal consists of specifying the processing that needs to be performed on the data (as physically stored) in order to return the information to a future client (according to a logical view of the data). The process specification and the logical view definition are archived with the data. For the archiving of a program behavior, the proposal consists of saving the original executable object code together with the specification of the processing that needs to be performed for each machine instruction of the original computer (emulation). In both cases, the processing specification is based on a Universal Virtual Computer that is general, yet basic enough as to remain relevant in the future. (Author)

ED 459 841 IR 058 377

Cooper, Brian; Garcia-Molina, Hector
Creating Trading Networks of Digital Archives.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; *Electronic Libraries; Information Networks; Information Sources; *Information Storage;

contractors; (3) contracted employees' duties and office space; (4) relations between government and contracted employees; (5) a 1992 library user survey; (6) observations of the library and its staff; and (7) proposed revision of Circular A-76. Appendices include a glossary, interview questions, Circular A-76, staff meeting notes, the statement of work for library services, circulation desk procedures, performance standards/monthly statistics, the 1992 library users survey and results, and documents related to revision of Circular A-76. (Contains 28 references.) (MES)

ED 459 861 IR 058 413

Monaco, Michael J.
A Model Privacy Statement for Ohio Library Web Sites.
PUB DATE- 01
NOTE- 70p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Electronic Libraries; Information Seeking; *Library Policy; *Library Services; Models; *Privacy; *Standards; Users (Information); *World Wide Web
IDENTIFIERS- American Library Association; Federal Trade Commission; HTML; Organisation for Economic Cooperation Development; Web Site Design; *Web Sites

The purpose of this research was to develop a model privacy policy statement for library World Wide Web sites. First, standards of privacy protection were identified. These standards were culled from the privacy and confidentiality policies of the American Library Association, the Federal Trade Commission's online privacy reports, the guidelines of the Organization for Economic Cooperation and Development, and the writings of particular information professionals. Then, these standards were used to identify the privacy issues raised by various information seeking processes, e.g., cookies, clickstream and log files, e-mail, interlibrary loans, and searches. With the issues identified, the standards of privacy protection were used to make recommendations for libraries to ensure that the privacy of library users is adequately protected. The recommendations were used to construct a model privacy statement for library Web sites. Appendices include the model policy, the HTML source of the model policy, and the HTML source of the policy annotation. (Contains 18 references.) (Author/MES)

ED 459 862 IR 058 414

Lareau, Susan
The Feasibility of the Use of E-Books for Replacing Lost or Brittle Books in the Kent State University Library.
PUB DATE- 01
NOTE- 61p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Costs; *Electronic Publishing; Feasibility Studies; Higher Education; Library Material Selection; *Library Materials
IDENTIFIERS- *Electronic Books; Kent State University OH

This study examined the feasibility of ordering an e-book (electronic book) to replace a lost or brittle book in the Kent paper cites O'Banion's six key principles of the learning community college: (1) creating substantive change in individual learners; (2) engaging learners as full partners in the learning process; (3) creating and offering as many options for learning as possible; (4) assisting learners in forming and participating in collaborative learning projects; (5) defining the roles of learning facilitators by the needs of the learners; and (6) documenting improved and expanded learning for its learners, the only way the learning college and its facilitators succeed. (Contains 46 references.) (NB)

ED 459 882 JC 020 077

Weber, Jane
Learning Communities in Higher Education: A Field Observation Case Study.
PUB DATE- 00
NOTE- 279p.; Doctoral Dissertation, Widener University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; *Community Colleges; *Cooperative Learning; *Educational Innovation; Program Implementation; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Learning Communities

A current initiative at many institutions is the formation of "learning communities" that link or cluster courses around an interdisciplinary theme and enroll a common cohort of students. This study examined the attitudes and perceptions of students, faculty and administrators who were involved in a learning community to determine the strengths and weaknesses of the experience. The findings include: (1) the learning communities program should find more stable leadership and an administrative home in the institution; (2) linked or clustered models adapt well to the learning communities' initiative at the community college; (3) there is a need for a campaign to inform students, faculty and administrators about learning communities; (4) to improve communication, meetings must be held between the chief administrator and participating faculty and students to discuss program needs; (5) a "point person" should oversee registration and counseling issues, and counselors must be briefed prior to registration concerning the program offerings; (6) participating faculty should receive a stipend for their efforts in the program; (7) the program should further explore the use of adjunct faculty; (8) to recruit students, the institution needs to use peer mentoring and peer advising techniques; and (9) learning communities need to be linked or clustered with popular, general education courses and not solely with remedial courses. Appended are faculty guidelines for learning communities, the survey instruments, consent forms, interview questions, and verbatim responses. (Contains 76 references.) (AUTH/KP)

ED 459 883 JC 020 078

Bate, Joel; Fox, Jeff
Mid-Program Assessment for Freshman Composition: Outcome Assessment in Composition.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Two Yea College English West Association (Las Vegas, NV, October 4-6, 2001).
LANGUAGE- English

Findings also report that the CEOs usually leave their positions due to non-renewal of contract. The report further states that most California community college CEOs come from in-state, which the board suggests could be perceived as a bias or preference to in-state applicants; consequently, qualified out-of-state applicants may be discouraged from applying. (Contains 15 references and 19 tables.) (MKF)

ED 459 903 JC 020 115

Bashford, Joanne
Enrolled Student Evaluation of Miami-Dade Community College Services, 2000. Research Report.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; *Employment; *English (Second Language); Non English Speaking; *Participant Satisfaction; *Student Attitudes; Student Characteristics; Student Personnel Services; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This report presents the findings of an enrolled student survey administered to approximately 3,700 Miami-Dade Community College (M-DCC) (Florida) students during the 2000-2001 fall term. The survey was administered to regular credit students, English-as-a-Second-Language/English-Non-Speaking (ESL/ENS) students, and Postsecondary Adult Vocational (PSAV) students. Demographic findings include: (1) almost one-third of students from each enrollment category were employed at least 40 hrs/wk; (2) only 20% of credit, 23% of ESL/ENS, and 28% of PSAV students reported that they were not employed; (3) 41% of credit, 65% of ESL/ENS, and 46% of PSAV students reported annual household income levels of $17,000 or less; (4) 47% of credit, 43% of ESL/ENS, and 56% of PSAV students were first generation college students; (5) 66% of credit, 84% of ESL/ENS, and 87% of PSAV students indicated that M-DCC was their first choice of institutions; (7) the majority of students indicated they were satisfied with M-DCC's support services; (8) the majority of students agreed that M-DCC has a flexible course schedule, computers and equipment necessary to support academic programs, and classes offered at a variety of convenient locations; and (9) when rating their overall satisfaction with M-DCC, 85% of students reported being satisfied, with 27% of those being "very satisfied." (Contains 22 tables and the survey instrument.) (KP)

ED 459 904 JC 020 121

Hom, Willard
The Environmental Scan Component of the Strategic Plan for California Community Colleges.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the California Association for Institutional Research (Sacramento, CA, November 15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Community Control; Cultural

ED 459 923 PS 029 998

Rafael, Teresa; Pion-Berlin, Lisa
Parents Anonymous SM : Strengthening Families. Family Strengthening Series. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Delinquency Prevention; Family Programs; Parent Education; *Parents; Prevention; Program Descriptions; Social Support Groups
IDENTIFIERS- Family Support; *Parents Anonymous

Asserting that problems arising within the family may lead to children's problem behaviors, this bulletin from the Office of Juvenile Justice and Delinquency Prevention describes Parents Anonymous, Inc., a program designed to enhance the capability of families to help their children. The oldest national child abuse prevention organization, Parents Anonymous is dedicated to strengthening families through innovative strategies that promote mutual support and parent leadership. The bulletin recounts the creation of Parents Anonymous by a concerned mother and her social worker, summarizes its structure, and describes key program components. A typical weekly meeting is then detailed, and examples of Parents Anonymous programs are provided. (EV)

ED 459 924 PS 030 000

Noble, Sean
A Universal Good: Expanding Voluntary, Early Learning Opportunities for Illinois' Young Children.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Robert R. McCormick Tribune Foundation, Chicago, IL.; W. Clement and Jessie V. Stone Foundation, Chicago, IL.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 29p.; This report is made possible with funding from the Early Care and Education Collaborative coordinated by the Communications Consortium Media Center, Washington, DC. Also supported by Irving Harris Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Child Caregivers; Child Development; Childhood Needs; Day Care; *Early Childhood Education; Early Experience; Educational Benefits; Educational Quality; School Readiness; State Action; *Young Children
IDENTIFIERS- *Illinois

This report was written to stimulate discussion about the potential and need for expanding access to voluntary, high-quality early childhood care and education programs in Illinois. The report compiles 13 short articles pertaining to early learning as follows: (1) "Ready to Succeed: Preparing Children for School, and for Life"; (2) "Going 'Universal': Tackling Challenges, Taking Opportunities"; (3) "Growing Interest in Early Learning: A National as Well as a Statewide Phenomenon"; (4) "Studies Underscore Success: Cognitive, Social, Behavioral Benefits"; (5) "The Three-Legged Stool:

Parker, Trisha; Warner, Lindsay; Zasadny, Julie
Illinois Kids Count, 2002: Supporting the Changing Family.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 301p.; For the 2001 report, see ED 448 891.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Asthma; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; Class Size; *Counties; Day Care; Demography; Dental Health; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family Income; Foster Care; Health Insurance; Health Needs; Housing Needs; Infant Mortality; Lead Poisoning; Lunch Programs; Mortality Rate; Poverty; Preschool Education; School District Spending; *Social Indicators; State Surveys; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being
IDENTIFIERS- Child Mortality; *Illinois; Illinois (Chicago); *Indicators; Out of Home Care; Project Head Start; Vaccination

This Kids Count data book examines statewide trends in the well-being of Illinois' children. The statistical portrait is based on 24 indicators in the areas of family, health, safety, education, and economic security. The indicators are: (1) living arrangements for children; (2) teen births; (3) children in foster/substitute care; (4) foster children placed in permanent homes; (5) early intervention enrollment; (6) health insurance enrollment; (7) infant mortality; (8) percent of low birth weight babies; (9) asthma hospitalizations; (10) children who contracted vaccine-preventable diseases; (11) child abuse and neglect; (12) child deaths; (13) lead poisoning; (14) Head Start and Pre-K enrollment; (15) number of licensed child care providers; (16) class size; (17) per-pupil spending; (18) graduation rate; (19) self-sufficiency standard; (20) affordable housing; (21) children in poverty; (22) median household income; (23) families and children receiving TANF; (24) child support; and (25) students eligible for free and reduced lunch. The first part of the report explores the changing family, highlighting children's oral health, insurance costs, school readiness, earned income tax credit, and teen REACH program. Sources, definitions and endnotes follow. The bulk of the report presents data tables for each indicator for the state, the counties, and the city of Chicago. The report concludes with supplementary Web tables, the Charter for Illinois Children, acknowledgments, and list of advisory committee and board of directors members. (SD)

ED 459 942 PS 030 030

Grade One Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 17p.; For Grade Two through Grade Six curriculum standards, see PS 030 031-035. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Classification; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; Family (Sociological Unit); *Grade 1; Language Arts;

NOTE- 29p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Mississippi

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Mississippi. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Mississippi and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Mississippi are then compared to those nationwide. Findings of this report reveal that almost 60 percent of mothers with children under age 5 and more than two-thirds of mothers with school-age children are employed. More than 80 percent of children under age 5 with employed mothers are in some form of nonparental child care, with almost 60 percent in full-time care. More than half of 6- to 9-year- olds are in supervised arrangements, compared with slightly more than two-fifths of 10- to 12-year-olds. The use of self-care increases as children get older. Low-income families spend more than twice as much for child care as a percentage of their earnings as do higher-earning families. (KB)

ED 459 957 PS 030 055

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: New Jersey. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 28p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

new words and practice oral language in English and in their Native language. (Contains 19 references.)

ED 459 973 RC 023 304

Manu'atu, Linita; Kepa, Tangiwai Mere Appleton
Education in the Night: A Serious Separation.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Cultural Education; Culture Conflict; *Evening Programs; Foreign Countries; *Immigrants; Indigenous Populations; Minority Groups; *Nonschool Educational Programs; Parent Participation; Role of Education; Secondary Education; *Tutoring
IDENTIFIERS- *Critical Pedagogy; Eurocentrism; *New Zealand

Education is one of the social institutions manipulated by New Zealand's European people to establish and perpetuate a painfully fragmented society. Po Ako is a community-based educational project where immigrant teachers, parents, and children from Tonga educate themselves at night about their own culture to better understand themselves and their new situation in Aotearoa (New Zealand). The separation of Tongan students from the official educational practices in secondary schooling is necessary to their understanding of their collective situation of dispossession in Eurocentric New Zealand society and how to change it. Formed in 1991 in response to the failure of the school to prepare Tongan students to pass the Year 10 national examination, Po Ako operates for 2 hours on Monday and Wednesday evenings. Funding is the cooperative responsibility of the students, parents, school, and government. Tongan and Maori women and men from a range of ages, occupations, and academic disciplines tutor students in their weak subjects. The curriculum content is questioned and clarified in a way that differs from the students' routine learning context so that they may select the grain from the chaff in formal schooling. Tongan language and cultural experiences strengthen students' comprehension of the subject under study. One program goal is to mobilize Tongan parents to know and question the dominant technocratic teaching practices, and to that end Tongan parents meet with teachers and administrators during Po Ako to discuss their ideas for educating their youth. (TD)

ED 459 974 RC 023 307

Spencer, Rosalyn
15 Small Schools.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Educational Philosophy; *Educational Practices; Elementary Secondary Education; Environmental Education; Experiential Learning; Foreign Countries; *Nontraditional Education; *Parent Participation; *Participative Decision Making; *School Community Relationship; *Small Schools
IDENTIFIERS- Place Based Education; Sense of Community; United Kingdom

content of specialized AI/AN teacher training programs are listed. (Contains 15 references.) (SV)

ED 459 991 SE 064 926

Bybee, Rodger W.
The New Millennium and an Education That Captures the Basic Spirit of Science.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; History; Science Curriculum; *Science Education History; Science Instruction; Scientific Literacy; *Technology

This document discusses reflections of the old and new millennium on education that capture the basic spirit of science. The explanation includes basic scientific ideas in physical sciences, earth systems, solar system and space; living systems; basic scientific thinking; the basic distinction between science and technology; basic connections between science and democratic ideals; and basic contexts for science and technology in society. (Contains 18 references.) (YDS)

ED 459 992 SE 064 961

Theiler, Julio; Isla, Miguel; Arrillaga, Hugo; Ceirano, Eduardo; Lozeco, Cristobal
Reformulation of Engineering Education at Undergraduate Level in the Facultad de Ingenieria y Ciencias Hidricas Universidad Nacional del Litoral--Water Resources and Engineering Degrees.
PUB DATE- 98
NOTE- 10p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; *Engineering Education; Foreign Countries; Higher Education; Program Descriptions; *Water Resources
IDENTIFIERS- *Argentina; Sustainability

This paper explains the educational changes in the Water Resources Engineering program offered by the Universidad Nacional del Litoral in Santa Fe, Argentina, for the last 20 years at the undergraduate level. The need for modernizing the engineering teaching program occurred due to changes in the social system in which the concepts of development and sustainability reach their equilibrium through scientific and technical contributions. Educational change led to the creation of the environmental engineering career based on water resource engineering. Collaboration between the Instituto de Desarrollo Technologico para la Industria Quimica (INTEC) and the Facultad de Ingenieria Quimica (FIQ) articulated a curriculum framework of 5 years in length with modifications such as flexible correlative courses and a thesis as the final linking work. (Contains 25 references.) (YDS) in the mean, median and mode of the algebra component of the test, and a change in the correlations between several of the eight variables. (Author)

ED 460 017 SE 065 641

Findley, Ann M.; Lindsey, Sara J.; Watts, Susie
The Impact of Religious Belief on Learning in the Science Classroom.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Biology; Creationism; *Cultural Pluralism; *Evolution; Higher Education; *Learning Processes; Misconceptions; Religious Conflict; Science Education; Scientific Concepts

Research shows that one of the most important prerequisites for student success is for teachers to understand and respect individuals from different cultures, and to understand the communities from which they come (Ilmer, Synder, Erbaugh & Kurtz, 1997). Thus, if we want students to succeed, what they bring into the science classroom in terms of belief simply cannot be ignored; fundamental beliefs have considerable impact on learning (Cooper, 1996). Two of the aims of the Rural Systemic Initiatives Program (RSI), which is working in 21 of Louisiana's rural, economically disadvantaged parishes, are to address barriers to systemic and sustainable improvements in science and to adapt high quality, challenging curricula to address cultural diversity. With these aims in mind, a study was undertaken of 155 college freshman biology students in order to ascertain their preconceived beliefs about the subject of evolution. At the end of their course, students were given a survey in which they were asked to respond to questions pertaining to their own high school biology education, and to their beliefs concerning science, religion, and evolution. The survey consisted of 11 items requiring a response based on a 5-point Likert scale. Four additional items required a yes/no response. Demographic data were obtained, and results compared in order to obtain a description of the sample. The results showed that there are differences between the two groups, however none were statistically significant. Although the students as a whole appeared to be more accepting of evolution than of creationism, a large percentage considered creationism, belief, and supernatural explanations as being a part of science. These findings suggest that science instruction in the rural parishes may be less effective due to cultural beliefs and to understandings regarding scientific study that students bring into the classroom. (Contains 16 references and 2 tables.) (Author/DDR)

ED 460 018 SE 065 642

Kariuki, Patrick; Paulson, Ronda
The Effects of Computer Animated Dissection versus Preserved Animal Dissection on the Student Achievement in a High School Biology Class.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR,

6 notes. (Contains 21 references and 13 tables.) (BT)

ED 460 039 SO 033 457

Bastick, Tony
Influences on Employment Discrimination in the Caribbean: The Case of the Marginalized Men and Wasted Women of Dominica.
PUB DATE- 01
NOTE- 24p.; Revised version of a paper presented at the "(Re)Thinking Caribbean Culture" Conference (Cave Hill, Barbados, June 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Comparative Education; *Cultural Context; *Developing Nations; Educational Research; *Equal Opportunities (Jobs); *Gender Issues; *Sex Discrimination
IDENTIFIERS- African Americans; Caribbean; *Dominica; *Educational Issues; Marginality

A study considered the global problem of employment discrimination as it is reenacted in the Caribbean. It takes Dominica as a micro-example of how factors of differential education and cultural expectation interact within the influences of changing global economic policies to disadvantage men and women across the spectrum of employment opportunities. What is important about the study is that it brings together the varied influences that construct the specific context to offer a wider perspective on how gender discrimination in employment can emerge in such a context. Using evidence from reports and statistical data, the study explored gender discrimination in employment in Dominica such as why males overwhelmingly fill the lowest status jobs, and the anomaly that Dominican females outperform males in Caribbean Examination Council (CXC) passes; yet, 4 years later, mainly males occupy the few highest status jobs. Sociocultural, legal, financial, educational, and biological evidence is considered. In particular, differential gender influences in the Dominican educational system are reported that may influence the continued underachievement of males at CXC. Government funded and nongovernmental organizations "school-to-work" initiatives are noted that could help to move successful females into high status occupations. The relevance of recent government policy statements, legal amendments, and financial measures are also considered and statistical findings on Dominican gender disparities in achievement and occupational standings are compared with similar findings for African-Americans. Evidence is also presented pointing to biases in previous reporting and evaluation of these regional and international gender issues. (Contains 5 figures, 14 tables, and 35 references.) (Author/BT)

ED 460 040 SO 033 458

Schultz, T. Paul
Why Governments Should Invest More To Educate Girls. Center Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

on a multiple-year ethnographic study in two contrasting schools in QwaQwa, South Africa. Faculty, administrators, and students were observed and interviewed to ascertain the degree of penetration of democratization reforms and to document developments in these schools as they experience the latest phase of reform implementation. Although both schools now have non-white enrollments, one is a former township school for Africans with an African staff, while the other is a former white school that has retained its predominantly white Afrikaner staff and ethos. The two schools exhibit contrasting features of change, no change, and resistance to change in ways that reinforce findings in the first years of the study. The transformational flow of educational ideas such as democratization is evident in South African transformation policies that are differentially impacting these schools. The research has revealed the manner in which transformation policies are themselves transformed, mediated, or resisted at the micro level in the school and classroom depending on internal contextual factors and administration ideology. Internal realities of reform in process are exposed. (Contains 2 tables and 22 references.) (BT)

ED 460 060 SO 033 516

Chiang, Linda H.
Education of Chinese Muslims: Changes in the 20th Century.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Chinese Studies (43rd, Chicago, IL, October 26-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Studies; Chinese Culture; *Educational Change; *Educational Policy; Foreign Countries; *Islam; Minority Groups; *Muslims; Religious Cultural Groups
IDENTIFIERS- *China; Twentieth Century

The word Islam means submission, as in "submission to the will of God." Islam in China has been propagated over the past 1,300 years primarily among the people now known as "Hui." Hui teaching (Hui jiao) was the general term once used in China for Islam. The Hui are unique among the 55 identified minority nationalities in China in that they are the only nationality for whom religion is the only unifying category of identity, even though many members of the Hui nationality may not practice Islam. The Chinese government has made policy modifications for minority students so that each student can reach a certain "cultural level." Since many young people are eager to partake in modernization to obtain higher social status and living standards, Muslim religious study will have a difficult time attracting young members to practice the faith. A description of a traditional view of Islamic education and its scholars is outlined. Chinese Muslims and their education is compared with the philosophy of Islam. Chinese educational reform and the impact upon Chinese Muslims is discussed. (BT)

ED 460 061 SO 033 517

Custodero, Lori A.
Construction of Musical Understandings: The Cognition-Flow Interface.
PUB DATE- 99
NOTE- 25p.; Paper presented at the "Cognitive Processes of

and (14) "Pulling it all Together." (Contains 135 references.) (SM)

ED 460 079 SP 040 415

Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools: An Annotated Bibliography and Resource Guide. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools

This third edition includes 136 annotations and abstracts on Professional Development Schools (PDSs). Most resources are published since 1997. Because earlier editions of this publication are now out of print, annotations of several works from the second edition were chosen for inclusion in the current edition. In many cases, the older entries still represent the most recent resources on topics that receive scarce coverage in the literature, for example, material on integrated services programs in PDS settings, PDSs in foreign countries, programs on family involvement, and technology use. In some cases, the format or type of document itself is fairly rare (e.g., manuals, handbooks, and electronic documents). Finally, certain topics have continuing significance, and good examples of older literature on these topics have been added or carried over from the second edition. Research reports and pieces that focus on PK-12 student learning in particular fall into this category. Annotations and abstracts appear alphabetically, many accompanied by icons to highlight certain topics or media. Four appendixes present Internet-based resources, newsletters, videos, and PDS publications from the American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teaching and Teacher Education. (SM)

ED 460 080 SP 040 416

Glenn, Allen D.
Lessons in Teacher Education Reform: A Comparative Analysis of Teacher Education in the United Kingdom and the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.; Produced in cooperation with the Universities Council for the Education of Teachers (UCET).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; Federal Government; Foreign Countries; Higher Education; Politics of Education; *Preservice Teacher Education
IDENTIFIERS- *Reform Efforts; *United Kingdom

at: school policies and environment; health education; physical education; nutrition services; school health services; school counseling, psychological, and social services; health promotion for staff; and family and community involvement. The modules include instructions for coordinators, scorecards, questionnaires, and planning questions. Resources for each module are attached. (SM)

ED 460 098 SP 040 443

Gmelch, Walter H.
The Call for Department Leaders.
PUB DATE- 02
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (54th, New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Concept Formation; *Department Heads; Higher Education; *Instructional Leadership; *Leadership Qualities; *Leadership Training; Skill Development
IDENTIFIERS- Reflective Thinking

This paper discusses development of the department chair, focusing on the need to build leadership capacity in colleges and universities. It suggests that it takes many years to become an expert, noting that one of the most glaring shortcomings in the leadership area is the scarcity of sound research on leadership training and development. Obstacles to leadership development include such facts as: the institutional system tends to snuff out the spark of enthusiasm for leadership before the flame is ignited; the prestige of specific professional disciplines drains off potential leaders into profitable non-leadership roles; many academics are unwilling to give up their professional and personal lives for ones consumed by leadership responsibilities; and the state of selection at the top levels of the organization is precarious. The development of leadership ability is a long, complex process. Three spheres of influence are needed to create the conditions essential to developing academic leaders: conceptual understanding of the unique roles and responsibilities encompassed in academic leadership; the skills necessary to achieve the results through working with faculty, staff students, and other administrators; and the practice of reflection to learn from past experiences and perfect the art of leadership. (Contains 28 references.) (SM)

ED 460 099 SP 040 445

Shechtman, Zipora; Levy, Merav; Egozi, Sarit; Leichtentritt, Judy
The Life Skills Training Program (LST): Outcomes and Processes in Teacher Training.
SPONS. AGENCY- Israel Ministry of Education, Jerusalem.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Interpersonal Communication; Interpersonal Relationship; Leadership; Teacher Collaboration; Teacher Improvement; *Teamwork
IDENTIFIERS- *Team Building

This study identified and described appropriate training activities to help educators develop the skills necessary to participate in a team setting. The qualitative research paradigm allowed researchers to collect data in the contextual setting. Researchers conducted interviews and reviewed documents related to team building activities, noting appropriateness of the activities. Data from interviews and document reviews, as well as information from different respondents and investigators, were triangulated to identify pertinent team building activities. The research resulted in a team-building manual with four sections, each of which focuses on a component of team building (fundamental teaming skills, communication, relationships, and leadership and collaboration). Each section of the manual contains a theoretical base, an expert analysis, and the instructions for conducting each team building activity. Teaming activities provide opportunities for skill building and process learning. Collaboration, reflection for self-improvement and team-building, and dialogue are some of the skills that can be learned from the activities. A synopsis of the manual is contained in the appendix. (Contains 23 references.) (SM)

ED 460 119 SP 040 482

Leonard, Lawrence J.
Erosion of Instructional Time: Teacher Concerns.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Teacher Attitudes; *Teaching Conditions; Time Factors (Learning)
IDENTIFIERS- Canada; *Interruptions

This study examined the regular infringement of outside intrusions into the classroom learning environment, surveying a stratified, randomly-selected group of 557 teachers in Saskatchewan, Canada, regarding their experiences with and feelings about such time-consuming episodes. Teacher were asked to indicate the typical daily number of such occurrences, the types of interruptions, and their feelings about them. Results indicated that almost all of the teachers experienced interferences from outside the physical parameters of the classroom. Almost half reported experiencing such interruptions only twice a day, while more than one-third reported such intrusions three to four times a day, and the rest reported such interruptions at least five or six times per day. The main

ED 460 138 TM 033 523

Study of Possible Expansion of the Assessment System for Limited English Proficient Students. A Report to the 77th Texas Legislature from the Texas Education Agency, December 1, 2000. Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and the Members of the Seventy-Seventh Texas Legislature.
PUB DATE- 00
NOTE- 69p.; Study conducted by Beck Evaluation & Testing Associates, Inc. (BETA).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Junior High Schools; *Limited English Speaking; Needs Assessment; Spanish; *State Programs; Student Evaluation; *Test Use; *Testing Programs
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

The Texas Education Code required the commissioner of education to conduct a study to determine the need to expand the assessment system to include the assessment in grades 7 and 8 of limited English proficient (LEP) students whose primary language is Spanish and other students of limited English proficiency. This report presents the research activities that were conducted and the findings of the study. The need to expand or modify the assessment system for LEP students was considered not only in view of the current assessment requirements but also in light of the more rigorous assessment system mandated by the 76th Texas legislature for the future. The study included a literature review, a national advisory panel of 8 experts, 6 regional focus group meetings, a statewide survey of more than 5,500 interested parties, discussions at conferences, and interviews with 11 policymakers, stakeholders, and educators. A cost-benefit analysis was also conducted. Recommendations based on the study findings are that the Spanish version of the Texas Assessment of Academic Skills (TAAS) be continued at grades 3 through 6 but not expanded to higher grades and that the law that limits the exemption of LEP from the TAAS to 1 year be reconsidered, with performance on the reading proficiency tests in English the determining factor for measuring TAAS readiness. Nine appendixes include additional information about the study and its background data. (Contains 7 exhibits and 56 references.) (SLD)

ED 460 139 TM 033 524

Results of College Admissions Testing in Texas for 1999-00 Graduating Seniors.
PUB DATE- 01
NOTE- 113p.; For the 1998-1999 report, see ED 446 147.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *High School Seniors; High Schools; Public Schools; *Racial Differences; Scores; *Test Results
IDENTIFIERS- ACT Assessment; Scholastic Assessment Tests; *Texas

The participation and performance of 1999-2000 public school graduates in Texas on the College Board's SAT I: Reasoning Test and the ACT, Inc., ACT Assessment were investigated, along with results from other states and the United States. The highest combined number of Texas public school graduates ever, 120,077 also completed the Schommer Belief Scale (SBS) (M. Schommer, 1990). Results suggest that the NFCS is not unidimensional. The correlations between the NFCS and the SBS subscales demonstrated differential patterns, and exploratory factor analysis suggested two factors. A second study in which 210 college students completed the NFCS and the Defining Issues Test also suggested that the NFCS is multidimensional. Nevertheless, the instrument appears useful for educational research, although, until measurement issues are resolved, it is not appropriate to use the NFCS in clinical or educational practice. (Contains 2 figures and 35 references.) (SLD)

ED 460 158   TM 033 633

Klecker, Beverly M.
Kentucky's School Report Card and Fourth Grade Reading Scores.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001). Contains areas of light print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Evaluation Methods; Grade 4; High Achievement; Institutional Characteristics; Intermediate Grades; Low Achievement; *Report Cards; *School Statistics
IDENTIFIERS- *Kentucky

This study explores the variables included on Kentucky's School Report Card used to report information about individual schools to parents, legislators, educators, community leaders, and educational researchers. Data used for this exploratory, descriptive study were obtained through the Kentucky Department of Education Web site. The study focused on the School Report Cards for the 10 highest scoring and 10 lowest scoring schools on the Fourth Grade Reading section of the Kentucky Core Content Tests. Examination of these report cards leads to the suggestion that the "pupil-teacher-ratio" variable be replaced by "class size." It is also suggested that teachers' years of experience be reported as median rather than mean values. There are indications in the data of relationships between fourth grade reading scores and attendance rates and the end-of-primary reading scores on the California Tests of Basic Skills/5. Sorting data by the 10 highest and 10 lowest scoring schools on the fourth grade reading tests resulted in the discovery of schools that are rich sites for qualitative follow-up studies and might not have been noted otherwise. The analysis leads to the conclusion that Kentucky's School Report is a very good reporting school that could become excellent. The School Report Card is attached. (Contains 14 references.) (Author/SLD)

ED 460 159   TM 033 634

LoVette, Otis; Watts, Susie; Wheeler, Jerrod
Teacher Perceptions of Principals: A New Instrument.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

worship (e.g., urge leaders to use the pulpit to condemn all forms of bigotry); and in the community (e.g., establish a Human Rights Commission and a Community Watch Group). The pamphlet presents common definitions of relevant terms; offers response strategies (e.g., notify law enforcement and reach out to victims); explains how to plan ahead (e.g., work with school, community, and law enforcement officials to establish a plan for responding promptly to hate crimes); and offers a reading list and a list of allies. (SM)

ED 460 177 UD 034 621

Make or Break: How Homeless Young People Struggle To Fulfil Their Potential.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Disadvantaged Youth; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Homeless People; *Housing Needs; *Job Skills; Job Training; Poverty
IDENTIFIERS- Incarcerated Youth; United Kingdom

Homelessness in the United Kingdom has very wide ramifications. Young homeless people face a difficult transition into adult life as poverty, low self-esteem, lack of family support, and lack of qualifications reinforce each others' effects. Homeless young people start behind their peers in educational achievement. Government policies put up barriers that prevent them from achieving full economic independence and contributing to society. This manifesto puts forward proposals to remove those barriers, focusing on four problem areas: barriers to full-time studying caused by the change in status at age 19; difficulty accessing higher education without access to accommodations during school vacations; the effect of Housing Benefit regulations on discouraging homeless young people from seeking employment; and lack of support in finding accommodations and work after leaving prison. It concludes that homeless young people need extra help from the government in order to overcome their disadvantages as they try to become participants in the labor market. Instead, they face barriers not shared by their peers who still live at home. (Contains 10 references.) (SM)

ED 460 178 UD 034 623

Johnson, David W.; Johnson, Roger T.
Teaching Students To Be Peacemakers: A Meta-Analysis.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; *Peer Mediation; *Problem Solving; Student Behavior; Suburban Schools; Urban Schools
IDENTIFIERS- Peace Education

Concern about violence in schools has resulted in numerous

Kemper and Dianne L. Taylor); (2) "The Overall Effectiveness of Title I: A Review of Recent Research" (Geoffrey D. Borman); and (3) "Pullout: Boon or Boondoggle?" (Pamela S. Angelle). Section 2, "Title I Schoolwide Programs: Evidence from the Field," includes: (4) "Different 'Roads' to Success: A Comparison of Title I Programs at Two Elementary Schools" (Dianne L. Taylor and Charles B. Teddlie); (5) "Toward Systemic Reform in High Poverty Schools: Title I Schoolwide Programs in Two Large Districts" (Kenneth K. Wong and Kimberley F. Alkins); (6) "Timber Mountain Breakdown: How a Fuzzy Vision Derailed One School's Reform Effort" (Patricia E. Ceperley); and (7) "Struggling with Implementation: Two Schoolwide Programs That Did Not Make a Difference" (Mary Helen S. McCoy and Thomasine Haskins Mencer). Section 3, "Lessons Learned from the Field," includes: (8) "Comprehensive School Reform: Lessons Learned" (James Meza, Jr., Lesley Dahlkemper, and Joan Buttram); (9) "Toward Meeting the American Dream: A Future for Title I" (Sam Stringfield); and (10) "Sorting through the Evidence: Policy Implications for Title I Schoolwide Programs" (Dianne L. Taylor and Elizabeth A. Kemper). (Each paper contains references.) (SM)

ED 460 197   UD 034 647

Rinehart, P. Mann; Borowsky, I.; Stolz, A.; Latts, E.; Cart, C. U.; Brindis, C. D.
Youth Violence: Lessons from the Experts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 38p.; Development also supported by the Policy Information and Analysis Center on Middle Childhood and Adolescence. Also funded by the Konopka Institute for Best Practices in Adolescent Health.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Health; Children; Community Programs; Comprehensive School Health Education; *Conflict Resolution; Elementary Secondary Education; Family Influence; *Family Violence; Guns; Health Promotion; Homicide; Interpersonal Competence; Student Behavior
IDENTIFIERS- Risk Reduction

This monograph summarizes what is known about youth and violence, identifying 10 myths that confound people's understanding of the real causes of youth violence. It focuses on: what contributes to youth violence (e.g., children exposed to domestic violence are at risk of using violence, children and adolescents use guns when they are easily accessible, and exposure to violence on television affects child and adolescent behavior); statistics on violence (e.g., violence in the community and community deterioration contribute to youth violence, using substances increases the risk of violent youth behavior, and society's acceptance of guns); what protects children and youth from violence (e.g., children need connections with families, schools, and friends; children need to learn how to resolve conflict nonviolently through example, children need a safe, supportive place to go after school, and children need a healthy home environment); descriptions of school and community violence prevention programs; influences on responses to violence (e.g., boys often exhibit more overt behavioral problems after exposure to violence than girls, necessarily mean incarceration; promoting rehabilitation that includes mentoring, counseling, and meeting with and compensating victims; and informing the public about racial unfairness. The public recommends communicating clear messages, using appropriate messengers such as rehabilitated offenders and their parents and victims of crime, and telling the personal stories of incarcerated youth. The paper presents case examples from Maryland and Louisiana and key dates in juvenile justice. (Contains 11 references.) (SM)

ED 460 216 UD 034 668

Manual para combatir el absentismo escolar (Manual To Combat Truancy).
PUB DATE- 96
NOTE- 18p.; For the English-language version, see ED 397 526. In consultation with the National School Safety Center.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attendance; *Community Programs; Delinquency; *Dropouts; Elementary Secondary Education; Law Enforcement; *Parent Participation; Police; *Prevention; Productivity; Program Descriptions; *School Responsibility; Spanish Speaking; *Truancy; Youth Problems

Truancy is the first sign that a youngster is in trouble and that he or she may need the help of parents, teachers, and community members to get back on track. Research shows that students who become truant and eventually drop out of school put themselves at a long-term disadvantage in becoming productive citizens. Dropouts are more likely to be on welfare or unemployed than high school graduates. High truancy rates are also linked to high daytime burglary rates, vandalism, and juvenile gang activity. In some cities, unexcused absences can number in the thousands daily. Combating truancy is a way for communities to reach out quickly to disaffected young people and help families struggling with rebellious teenagers. This guide offers parents, school officials, law enforcement agencies, and communities a set of principles for designing their own strategies. Schools and communities are advised to involve parents in all truancy-prevention activities, adopt a zero-tolerance stance against truancy, create meaningful incentives for parental responsibility, establish ongoing truancy-prevention programs in school, and involve local law enforcement in truancy-reduction efforts. The guide also discusses model community truancy-prevention programs in Wisconsin, California, Connecticut, New Jersey, Oklahoma, Virginia, Ohio, and Arizona and lists federal government resources. (SM)

ED 460 217 UD 034 669

Borman, Geoffrey D.; Hewes, Gina M.
The Long-Term Effects and Cost-Effectiveness of Success for All.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Middle Class; Poverty; *Racial Differences; *Siblings; Social Mobility; *Socioeconomic Status; Whites

This study used data from the National Longitudinal Survey of Youth (comprised of three subsamples taken in 1979) to characterize the siblings of middle class and poor Blacks and Whites, testing for racial differences in the probability of having a sibling on the other side of the socioeconomic divide. In support of theories in the urban poverty literature about the social isolation of poor blacks, results found that African Americans were less likely than Whites to have siblings who crossed social lines in ways that were beneficial. Low-income African Americans were less likely to have a middle class sibling than were low-income Whites, and middle class African Americans were more likely than middle class Whites to have a low-income sibling. Therefore, low-income African Americans were less likely to have a sibling to turn to for help but more likely to have a sibling to turn to them for assistance if they were middle class. The study results suggest that racial differences in the composition of kin networks may indicate another dimension of racial stratification. (Contains 43 references.) (SM)

ED 460 237 UD 034 697

Spillane, James P.
Challenging Instruction for "All Students": Policy, Practitioners, and Practice. JCPR Working Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Michigan State Univ., East Lansing.; Pew Charitable Trusts, Philadelphia, PA.; Carnegie Corp. of New York, NY.; National Science Foundation, Arlington, VA.; Consortium for Policy Research in Education.; National Center for Research on Teacher Learning, East Lansing, MI.
PUB DATE- 02
NOTE- 24p.; Earlier version appeared as Institute for Policy Research (Northwestern University) Working Paper (Spring 1998). Supported by Education Policy and Practice Study. Preliminary Draft presented at the Annual Meeting of the American Educational Research Association (New York, NY April 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education, Administrator Attitudes; Black Students; Disadvantaged Youth; Educational Change; *Educational Policy; Elementary Education; *Equal Education; Poverty; Rural Schools; *State Standards; Teacher Attitudes; Urban Schools
IDENTIFIERS- Reform Efforts; South Carolina; State Policy

This study investigated the local implementation of South Carolina state policy initiatives that proposed more rigorous academic content for all students, analyzing the implementation process in schools with predominantly poor and minority students. The study, conducted between 1992-96, examined data from four urban and rural elementary schools. It examined the relationship between local educators' knowledge and beliefs about disadvantaged students and their beliefs about teaching, learning, and class management, and how these beliefs influenced the implementation of reform policies. State policymakers, central office administrators, school principals, and teachers completed interviews examining such concerns as how teachers viewed the practice proposed by reformers, what they considered the key instruments of reform, and their

Wacholder, Nina; Evans, David K.; Klavans, Judith L.
Automatic Identification and Organization of Index Terms for Interactive Browsing.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Data Processing; *Indexes; Information Seeking; Information Systems; Natural Language Processing; *Online Searching; Subject Index Terms
IDENTIFIERS- Browsing; Interactive Systems

The potential of automatically generated indexes for information access has been recognized for several decades, but the quantity of text and the ambiguity of natural language processing have made progress at this task more difficult than was originally foreseen. Recently, a body of work on development of interactive systems to support phrase browsing has begun to emerge. This paper considers two issues related to the use of automatically identified phrases as index terms in a dynamic text browser (DTB), a user-centered system for navigating and browsing index terms: (1) What criteria are useful for assessing the usefulness of automatically identified index terms? (2) Is the quality of the terms identified by automatic indexing such that they provide useful access to document content? The terms this paper focuses on have been identified by LinkIT, a software tool for identifying significant topics in text. Over 90% of the terms identified by LinkIT are coherent and therefore merit inclusion in the dynamic text browser. Terms identified by LinkIT are input to Intell-Index, a prototype DTB that supports interactive navigation of index terms. The distinction between phrasal heads (the most important words in a coherent term) and modifiers serves as the basis for a hierarchical organization of terms. This linguistically motivated structure helps user to efficiently browse and disambiguate terms. The paper conclude that the approach to information access discussed is very promising, and that there is much room for further research. In the meantime, this research is a contribution to the establishment of a solid foundation for assessing the usability of terms in phrase browsing. (Contains 25 references.) (Author/AEF)

ED 459 823 IR 058 359

Pettigrew, Karen E.; Durrance, Joan C.
Public Use of Digital Community Information Sytems: Findings from a Recent Study with Implications for System Design.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Information Services; Community Services; *Information Networks; *Information

*Preservation; Shared Resources and Services
IDENTIFIERS- Data Security; *Digital Data; *Digital Technology

Digital materials are vulnerable to a number of different kinds of failures, including decay of the digital media, loss due to hackers and viruses, accidental deletions, natural disasters, and bankruptcy of the institution holding the collection. Digital archives can best survive failures if they have made several copies of their collections at remote sites. This paper discusses how autonomous sites can cooperate to provide preservation by trading data. The paper examines the decision that an archive must make when forming trading networks, such as the amount of storage space to provide and the best number of partner sites. Also dealt with is the fact that some sites may be more reliable than others. Experimental results from a data trading simulator illustrate which policies are most reliable. The techniques focus on preserving the "bits" of digital collections; other services that focus on other archiving concerns (such as preserving meaningful metadata) can be built on top of the system described in this paper. (Contains 27 references.) (Author/AEF)

ED 459 842 IR 058 378

Crespo, Arturo; Garcia-Molina, Hector
Cost-Driven Design for Archival Repositories.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Computer Simulation; Computer System Design; Cost Effectiveness; *Electronic Libraries; Information Networks; *Information Storage; Shared Resources and Services
IDENTIFIERS- *Digital Data; *Digital Technology

Digital information can be lost for a variety of reasons, including magnetic decay, format and device obsolescence, human or system error, among many others. A solution is to build an archival repository, a system capable of storing and preserving digital objects as technologies and organizations evolve. Designing an archival repository is a complex task because there are many alternative configurations, each with different reliability levels and costs. This paper studies the costs involved in an archival repository and introduces a design framework for evaluating alternatives and choosing the best configuration in terms of reliability and cost. The paper also presents a new version of the simulation tool, ArchSim/C, that aids in the decision process. The design framework and the usage of ArchSim/C are illustrated with a case study of a hypothetical (yet realistic) archival repository shared between two universities. (Contains 12 references.) (Author/AEF)

ED 459 843 IR 058 379

Faensen, D.; Faulstich, L.; Schweppe, H.; Hinze, A.; Steidinger, A.
Hermes: A Notification Service for Digital Libraries.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference

State University (Ohio) library. The study checked a representative sample of 234 books lost during July to December 2000 to see the availability of the book in e-form, as well as the cost of the print versus the e-book editions. Only 12 out of 234 books were available in e-form. Other factors affecting the use of e-formats were the user and the age and uniqueness of the book. Fiction works were found to be available more often than non-fiction, especially before 1995. It was concluded that there was not enough of a stockpile of e-books to allow them to be ordered extensively. The lost books did not readily lend themselves to being replaced by e-books, because of their average age and the number of non-fiction titles. Publisher's costs are reduced on a when the book is produced electronically, and there can be advantages in access to the user, but this does not necessary translate into savings for the library. The cost of e-books, including licensing and copyright costs, exceeded the expense of print copies in most cases. Also, wider use of e-books will require training for and acceptance by the user. (Contains 28 references.) (Author/MES)

ED 459 863 IR 058 415

Weimer, Sheila
Opera Literature: A Citation Count.
PUB DATE- 01
NOTE- 28p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Citation Analysis; *Citations (References); *Opera; *Scholarly Journals; *Scholarship; *User Needs (Information); Users (Information)
IDENTIFIERS- *Music History; *Music Literature

This study examines the needs of scholars who study opera, including what materials they use, how often they cite foreign language materials, and what kinds of operas are studied most frequently. A citation analysis was performed on "Cambridge Opera Journal," "Opera Quarterly," and "Opera Journal." Results are presented related to: nationality of the composer/performer, century of the composition, format of the sources cited, language of the sources, country of publication of the sources, and year of publication. It was found that many materials used by opera scholars are more than 15 years old and more than a quarter are more than 50 years old. Opera scholars write most often about German/Austrian composers and performers in the 19th century and Americans in the 20th century. Other languages and formats are important, including French and German in the former category and journals and collections in the latter. Overall, German/Austrian composers and performers are the most frequently discussed. (Contains 28 references and 6 tables.) (Author/MES)

ED 459 864 IR 058 416

Meckler, Elizabeth M.
The Degree and Nature to Which Public School Libraries Are Automated: A Survey of Public School Libraries in Ohio.
PUB DATE- 01
NOTE- 51p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; Educational Assessment; *Evaluation Methods; Scoring Rubrics; *Student Evaluation; Two Year Colleges; *Writing Evaluation
IDENTIFIERS- Idaho

This paper describes the design and process of an outcomes assessment tool created and modified over the past 10 years by the English department at the College of Southern Idaho. Initiated by the State Board of Education and executed by the department, this process is effective in its objectives: first to inform students of their competence to enter the second semester writing course by having them complete a writing assignment, which indicates end-of-the-term proficiency without advice or help from the teacher; second, to evaluate students' writing in a double-blind reading process and report the results to the respective teacher; third, to foster ongoing review and modification of the departmental composition sequence goals in a collegial manner. This part of the process has resulted in an evolving outcomes assessment model. Since it has provided the occasion for faculty to explore common strategies and even assignments, faculty have found this assessment has provided cohesiveness and encouraged cooperation in the department. (Includes: Outcomes Assessment Coordinator checklist, sample semester timeline, rubric for evaluating essays, essay assignment description for students, outcomes assessment review meeting information, and an outcomes assessment process flowchart.) (Auth/KP)

ED 459 884 JC 020 080

Mbadugha, Loretta Nkeiruka A.
The Financial Nexus between College Choice and Persistence for Community College Students: A Financial Impact Model.
PUB DATE- 01
NOTE- 325p.; Doctoral Dissertation, University of New Orleans.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Persistence; College Bound Students; *Community Colleges; *Enrollment; Financial Needs; *High Risk Students; Minority Groups; *Paying for College; *Student Attitudes; Two Year College Students; Two Year Colleges

The purpose of this study was to examine the way financial factors affect student enrollment decision-making at two points: (1) expectations about financial factors before a student chooses a college--those things that affect college choice decisions such as low tuition have a direct effect on subsequent college decisions; and (2) financial factors that affect student enrollment behavior after they have enrolled--having experienced the actual dollar amounts that have direct effect on subsequent persistence decision. This study used data from the National Postsecondary Student Aid Study and adapted a logical model developed by St. John. The statistical method used for the data analysis was logistic regression. Results indicated that: (1) full-time students of traditional and non-traditional age were the group of students with the least sensitivity to tuition; (2) on average, each $1,000 increase in tuition reduced the probability of persistence of full-time students by 29%, while part-time students on average were reduced by 69%; (3) among both full-time and part-time

Context; *Cultural Influences; *Demography; *Economics; Environmental Influences; *Environmental Scanning; Political Influences; Politics; Sciences; Social Environment; Social Indicators; *Strategic Planning; Technology; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper describes the environmental scan that the California Community Colleges Chancellor's Office initiated in preparation for its development of a strategic plan. In this scanning effort, environment is defined as "a search for information about the system's external setting." The trends are roughly grouped into five areas: demographics, economics, sociocultural change, politics, and technology/science. The scan focuses on long-term trends in the environment of the state. Some selected trends in the interest of the major factors include: (1) in the demographic factor, trends in aging, immigration, and population composition; in the economic factor, evolution of the labor market, globalization of commerce, and shrinking agricultural production; (2) in the sociocultural factor, increasing multiculturalism, persistence in residential segregation, shifts in gender roles, teen expectations, and consumerism; (3) in the political factor, growth in the areas of Latino influence, distrust in government, demand for accountability, conservatism, and low voter turnout; and (4) in the technological factor, information technology, energy supply, and environmental safety. The paper attempts to synthesize the components of the environmental scan in order to demonstrate how policy-relevant analysis can occur. Using the analysis, an administrator could formulate a long-term plan for achievement of college goals. (Contains an annotated bibliography with 78 references.) (NB)

ED 459 905 PS 029 191

Croan, Tara; Hatcher, Juliet; Jager, Justin; Long, Melissa; O'Hare, William; Wertheimer, Richard
The Right Start State Trends: Conditions of Babies and Their Families across the Nation (1990-1998). Child Trends/KIDS COUNT Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Births to Single Women; *Child Health; Early Experience; Early Parenthood; Educational Attainment; Family (Sociological Unit); *Infants; Parent Background; Poverty; Premature Infants; Prenatal Care; Racial Differences; Smoking; *Social Indicators; *Trend Analysis; *Well Being
IDENTIFIERS- Ethnic Differences; *Indicators; *United States

This Kids Count special report examines how children born in each state fared on selected measures of a "right start." This statistical portrait is based on trends in eight indicators of well-being: (1) percent of total births to teens; (2) percent of repeat teen births; (3) percent of total births to unmarried women; (4) percent of total births to mothers with less than 12 years of education; (5) percent of total births to mothers receiving late or no prenatal care; (6) percent of total births to mothers who smoked during pregnancy; (7) percent of low birth-weight births; and (8) percent of preterm births. Following an introduction detailing the importance of each indicator, the report is comprised of profiles for each individual state. The data are provided for each year from 1990

Traditional Models of Early Learning"; (6) "Flexibility Breeds Stability: Blending the Strengths of Different Models"; (7) "The Turnover Turnstile: Poor Teacher Pay Undermines Staff Stability"; (8) "Shaping Staff Expectations: Who Should Teach Our Youngest Children?"; (9) "Setting Learning Standards: What, How Should We Teach 4-Year-Olds?"; (10) "Ensuring Accountability: Should We Hold a Yardstick to Kids, Programs?"; (11) "The Parental Piece: Moms, Dads, Communities Are Integral to Preschool Success"; (12) "Invest in Kids Now: Early Learning Pays Long-Term Dividends"; and (13) "A Shared Agenda: Giving Kids What They Need, When They Need It." (Contains 45 endnotes.) (EV)

ED 459 925 PS 030 001

Drummond, Melody; Seid, Rachel
Caring for Infants and Toddlers: Issues and Ideas. A Guide for Journalists and Policymakers.
PUB DATE- 01
NOTE- 35p.; This is a guide to supplement the journal "The Future of Children" Volume 11, Number 1 titled "Caring for Infants and Toddlers"; see ED 458 028.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Day Care; *Employed Parents; Employer Supported Day Care; *Family Work Relationship; Federal Programs; *Infant Care; *Infants; Models; Preschool Education; Program Descriptions; Public Policy; State Programs; *Toddlers
IDENTIFIERS- *Child Care Needs; Family Leave; Military Day Care; Parent Needs; Parental Leave

This issue of "The Future of Children" focuses on the daily care of infants and toddlers in the United States, highlighting information on caregiving arrangements, employer and government initiatives, promising strategies, and resources for use by journalists and policymakers. The guide begins with a summary of major findings related to infant and toddler care, including the percentage of infants and toddlers in nonparental care, child care costs, and the development of models for supporting employed parents. The remainder of the report is presented in four sections. Section 1 details parents' employment patterns and their need for child care, and infants' and toddlers' need for high-quality child care services. Section 2 presents information on employer supported child care services and other types of support as well as federal and state government initiatives for providing assistance for child care, tax policies that benefit children, and innovative funding strategies to support young children. Section 3 describes three promising strategies for supporting families with young children: (1) expanding family leave; (2) improving child care options; and (3) the military child care model. Section 4 provides information on resources for use by journalists and policymakers, including a list of experts on child care and early childhood development, organizations, and web sites. (Contains a 30-item annotated bibliography.) (KB)

ED 459 926 PS 030 006

Loving, Jim; Ransom, Andre; White, Lynn
Building Universal Preschool in Partnership with the Private Early Education and Care System: Essential Elements for Partnerships between Public and Private Early Care and Education Systems. A Policy Paper for Programs, Policymakers

Mathematical Concepts; Mathematics; *Parent Materials; Phonics; Primary Education; Problem Solving; Reading; School Activities; Sciences; Social Studies; Writing Instruction
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade One curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include instruction in phonics to assist students in decoding letter combinations and words in a variety of contexts. Students will know a basic sight vocabulary. They will read for details in a selection and identify the main idea in a selection. They will compose as a means of communication and as a learning tool across the curriculum. They will identify characters, plot, setting, and theme in literature heard, viewed, or read. They will give oral reports on information and events. Mathematics students will also use, represent, and explain the concepts, skills, symbols, and vocabulary identified in the mathematics standards. The mathematics standards place a strong emphasis on mathematical concepts and understanding and also support the development of problem solving. Students will be actively engaged in learning mathematics through the use of concrete materials and appropriate technologies such as calculators and computers. Science students will conduct simple experiments. They will be introduced to the process of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interaction with each other. The social studies standards center on the basic concept of the family. Students will use maps and globes to identify and locate places and geographic features. (KB)

ED 459 943 PS 030 031

Grade Two Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 18p.; For Grade One through Grade Six curriculum standards, see PS 030 030-035. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; *Grade 2; Handwriting; Language Arts; Mathematics; *Parent Materials; Primary Education; Reading; School Activities; Sciences; Social Studies; Writing Instruction
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Two curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards emphasize the development of a comprehensive reading vocabulary and the student's application of a variety of strategies to comprehend printed materials. Students will use the writing process and identify the audience and the purpose for writing. They will develop main ideas and supporting details. They will begin to use "show, not tell" writing. They will write legibly in manuscript and/or cursive. They will convey a message accurately. They will give, respond to, and follow simple

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *New Jersey

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of New Jersey. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in New Jersey and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in New Jersey are then compared to those nationwide. Findings of this report reveal that almost 60 percent of mothers with children under age 5 and almost two-thirds of mothers with school-age children are employed. Almost 75 percent of children under age 5 with employed mothers are in some form of nonparental care, with 40 percent in full-time care. More than 20 percent of 6- to 9-year-olds with employed mothers are in before- and after-school programs, compared with fewer than 10 percent of 10- to 12-year-olds. Self-care increases as children get older. Low-income families spend almost three times as much of their earnings on child care as do higher-earning families. (KB)

ED 459 958 PS 030 056

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: New York. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 27p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial

This report details findings from visits to 15 small schools associated with Human Scale Education. These schools are all different, reflecting the priorities of their founders. But there are features common to all of them--parental involvement, democratic processes, environmentally sustainable values, spiritual values, links with the local community, an emphasis in co-operation rather than competition, and mixed age learning. The characteristic that links them all is smallness, and it is their small size that makes possible the close relationships fundamental to good learning. By good learning, the schools mean learning in a holistic sense, encompassing the development of the creative, emotional, physical, moral, and intellectual potential of each person. Contact information, grade levels and number of students taught, and a brief history are given for each school. Educational philosophy, school-community relationships, educational practices, and grading systems are described, as well as the extent to which the national curriculum and SATs are used. Environmental education and activities, service learning, experiential activities, and exposure to the world of work are extensive. The governing structure of the school, the extent of student participation in decision making, and financing arrangements are described. Advantages of being small and specific problems encountered are also discussed. (TD)

ED 459 975 RC 023 308

Carnie, Fiona
Setting Up a Small School: Information Pack.
PUB DATE- 99
NOTE- 66p.; Supported by Esnee Fairbairn Foundation (formerly Charitable Trust).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Organization; Educational Environment; Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Governance; *Nontraditional Education; Parent School Relationship; *Private Schools; Resource Materials; *School Administration; School Community Relationship; *Small Schools; Teacher Selection
IDENTIFIERS- United Kingdom

A growing number of families are looking for alternative ways to educate their children, as discontent with mainstream schooling rises. Human Scale Education sees the problem with the education system in the United Kingdom as one of size and believes that most schools and classes are too large for children to be known individually by their teachers. This information pack has been written to support those interested in setting up their own educational project. Chapters cover getting started, finding a building, setting up a charity, setting up a company, setting up a cooperative, registering with the Department for Education and Employment (DfEE), employing staff, funding and fundraising, public relations, management structures and decision making, working with parents, working with the local community, curriculum and examinations, and equipment. Relevant references, contact information, and useful organizations are given in each chapter. Much of the information is specific to the United Kingdom, but readers from other countries will find that it can be applied to other situations. A chapter on relevant research

ED 459 993 SE 065 413

Gallian, Joseph A.; Higgins, Aparna; Hudelson, Matt; Jacobsen, Jon; Lefcourt, Tammy; Stevens, T. Christine
Project NExT.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Mathematicians; *Mathematics Instruction; *Mathematics Teachers; *Professional Development; *Research Universities

This paper describes Project NExT (New Experiences in Teaching), a professional development program for new or recent Ph.D.s in the mathematical sciences. The program consists of workshops and short courses on teaching, establishing a research program, involving undergraduates in research, grant writing, and balancing teaching and research. An introduction to the program and the testimonies of three Project NExT fellows writing about their experiences as new faculty members at research institutes are featured. (MM)

ED 459 994 SE 065 444

Montgomery-White, Michelle; Lockaby, Jacqui; Akers, Cindy
Analyzing the Texas High School Agricultural Communications Curriculum.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agriculture; *Communication Skills; Educational Strategies; High Schools; *Program Evaluation; Science Curriculum; Student Attitudes; *Teacher Competencies; Vocational Education
IDENTIFIERS- Texas

The purpose of this study was to evaluate the agricultural communications curriculum in Texas high schools using perceptions of agriscience teachers (n=145) in Texas high schools. Another intention of the study was to determine perceived abilities of agriscience teachers to teach agricultural communications courses. Answers to questions related to the characteristics, competencies, and perceived abilities were sought via a descriptive survey. The study found that 67% of the teachers had little or no experience in the field of agricultural communications. The teachers also indicated their perceived level of teaching skill pertaining to communication techniques and procedures ranged from fair to good. (Contains 18 references.) (DDR)

ED 459 995 SE 065 447

Wilson, Elizabeth; Kirby, Barbara; Flowers, Jim
Factors Related to the Intent of Agricultural Educators To Adopt Integrated Agricultural Biotechnology Curriculum.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Agricultural Education (Fort Worth, TX. January 27-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Anatomy; *Biology; *Computer Uses in Education; *Dissection; Educational Technology; High Schools; Laboratory Animals; Science Instruction; *Science Laboratories; Teaching Methods
IDENTIFIERS- *Frogs

The purpose of this study was to examine the effectiveness of computer-animated dissection techniques versus the effectiveness of traditional dissection techniques as related to student achievement. The sample used was 104 general biology students from a small, rural high school in Northeast Tennessee. Random selection was used to separate the students into an experimental group and a control group. The control group dissected a preserved earthworm. The experimental group dissected the earthworm using a CD-ROM dissection tool. Each student then took a test over the earthworm. This exact procedure was then used with the dissection of frog. Data were analyzed using a t-Test for Independent Means. Results indicated that there was a significant difference between the academic achievement of students in the control group versus students in the experimental group. The academic achievement of males in the control group versus males in the experimental group and females in the control group versus females in the experimental group was also examined. The data were analyzed using a t-Test for Independent Means. The results indicated that there was no significant difference in the academic achievement of the two groups. Further research is needed in this area. (Contains 22 references.) (Author/DDR)

ED 460 019 SE 065 653

Gibb, Reen
Shackleton's Antarctic Adventure: The Greatest Survival Story of All Time. Teacher's Guide To Accompany the Giant-Screen Film.
PUB DATE- 01
NOTE- 28p.; Guide produced by the Educational Print and Outreach Department of the WGBH Educational Foundation. Film co-produced by White Mountain Films and NOVA/WGH Boston, Presented by Stanley Dean Witter.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Films; Foreign Countries; *Interdisciplinary Approach; *Science Activities; *Science Curriculum; Science Instruction; Teaching Guides
IDENTIFIERS- *Antarctica

This teacher's guide was developed to accompany the giant-screen film, "Shackleton's Antarctic Adventure". The activities featured use a multidisciplinary approach and target students ages 7 through 14. Teacher pages include background information and student pages include instructions and additional information for understanding the activity. Activities include: (1) "A Journey Unexpected"; (2) "Ice-Cold Continent"; (3) "Seal for Breakfast"; (4) "In Their Own Words"; (5) "Stormy Seas Ahead"; and (6) "Finding the Way." (YDS)

ED 460 020 SE 065 654

Bershad, Carol

DESCRIPTORS- *Educational Attainment; Educational Economics; Educational Research; *Gender Issues; *Global Approach; Government Role; Labor Force; *Taxes; *Wages; *Womens Education
IDENTIFIERS- *Educational Issues; Tax Bases

Women and men often receive the same percentage increase in their wage rates with advances in schooling. Because these returns decline with more schooling, the marginal returns for women will tend to exceed those for men, especially in countries where women are much less educated. The health and schooling of children are more closely related to their mother's education than to their father's. More educated women work more hours in the market labor force, broadening the tax base and potentially reducing tax distortions. These three conditions, it is argued, justify the disproportionate allocation of public expenditures toward women's education. Countries that have equalized their educational achievements for men and women in the last several decades have on the average grown faster. (Contains 8 notes and 104 references.) (BT)

ED 460 041 SO 033 459

Carriveau, Kenneth L., Jr., Comp.; Cunningham, Lawrence J., Comp.
Micronesian Texts for the K-12 Reader. A Selection Guide.
PUB DATE- 01
NOTE- 134p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Cultural Context; Elementary Secondary Education; *Geographic Regions; *Reading Material Selection
IDENTIFIERS- Islands; *Micronesia; *Pacific Region

Micronesia is an ethno-geographical grouping of over 2000 islands spread out over 7,000,000 square kilometers of the Pacific Ocean and includes the Republic of Kiribati, the Republic of Nauru, the Republic of the Marshall Islands, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and Guam, an unincorporated U.S. territory. Thousands of people call these islands home, and numerous ethnic groups are represented in the region's demographic profile. This annotated bibliography of over 300 books about Micronesian subjects, including Pacific region texts in which the Micronesian element constitutes a significant portion of the narrative, is intended to assist teachers, parents, school librarians, public librarians, and students identify and select appropriate reading materials for their classroom use. What sets this bibliography apart from others is that: (1) the list is limited only to those items still in print, or listed in on-demand reprint catalogs, and easily acquired from the publisher or book vendors; and (2) all of the texts discussed deal exclusively, or at least extensively, with Micronesian topics. The bibliography is divided into the following sections: "Introduction"; "Micronesian Texts for the K-12 Reader Bibliography"; "Subject Index"; "Author Index"; "Publisher Index and Directory"; and "About the Compilers." (BT)

ED 460 042 SO 033 460

Bringing Human Rights Home: Linking Individual Dignity with Mutual Destiny. A Report of Program Activities, 1996-2000.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 31p.

Children Engaged in Musical Activity" Conference (Champaign-Urbana, IL, June 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Factor Analysis; *Learning Processes; *Music Activities; Regression (Statistics); *Test Construction; Test Reliability; Test Validity; *Young Children
IDENTIFIERS- Cognitive Research; *Cognitive Strategies; Flow Theory

The study's specific goals were to adapt conventional flow methodology to define and operationalize young children's cognitive strategies exhibited during their participation in adult-guided musical activities; and develop a valid and functional method of assessing young children's musical cognition "in situ" through systematic and rigorous observation of their overt behaviors in this music learning context. To realize these objectives, a three part procedure was implemented: (1) development of the instrument; (2) determination of the instrument's reliability through an examination of agreement between multiple raters; and (3) determination of the instrument's validity through analytical comparisons with past research of flow experience. Participants consisted of one class of 11 beginning music students, ranging in age from 4.5 years-5.9 years. Eight weekly 1-hour music classes were videotaped for analysis. Through direct observations and analysis of these children's learning experiences, a coding scheme, the Flow Indicators in Musical Activities (FIMA) form, was developed based on Csikszentmihalyi's Experience Sampling Form. Data were coded by focusing on a single participant throughout an entire musical event. It was concluded that: (1) flow is an observable phenomenon and the FIMA form is a valid and reliable tool for assessing flow in young children's music learning experiences; (2) children employ cognitive strategies to construct their own musical understandings; (3) in a music learning context, the quality of adult intervention plays an important role in children's quality of experience and flow; and (4) young children use peers and adults in their music educational environment differently. (Contains 4 tables and 36 references.) (BT)

ED 460 062 SO 033 518

McCusker, Joan
Emerging Musical Literacy: Investigating Young Children's Music Cognition and Musical Problem-Solving through Invented Notations.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Early Childhood Education; *Music Activities; Observation; Qualitative Research; Young Children
IDENTIFIERS- Developmental Readiness; *Music Literacy; *Music Notation; New York (Rochester)

A qualitative study was conducted in the winter of 2000 with children enrolled in a Clef Club, the fourth level of an early childhood music program sponsored by the Eastman School's Community Education Division (Rochester, NY). Eleven

This report examines similarities and differences between teacher preparation systems in the United States and the United Kingdom. The first section discusses initiatives to renew and reform teacher education, highlighting four interrelated factors that provide insight into the reasons for conflicting demands for change (public expectations about education, the politicizing of teacher education, differing views about implementing change, and differing philosophies about teacher preparation). The second section discusses implementation of reform, highlighting government and educational policy. The third section describes teacher education's response to implementing reform. For example, educators in both countries are addressing reform issues from institutional and national perspectives. The fourth section describes similarities and differences in teacher education in the two countries. The countries are similar in the declining support for higher education, perceived loss of academic freedom, increased demand for teachers, distaste for high stakes testing and monitoring, and lack of recognition for improvement. The countries differ in school reform, centralization, funding and resources, and focused criticism. The fifth section examines trends for the future. Appended is a presentation by the Universities Council for the Education of Teachers, delivered at the 2000 annual meeting of the American Association of Colleges for Teacher Education. (Contains 45 references.) (SM)

ED 460 081 SP 040 419

Rootman, Irving, Ed.; Goodstadt, Michael, Ed.; Hyndman, Brian, Ed.; McQueen, David V., Ed.; Potvin, Louise, Ed.; Springett, Jane, Ed.; Ziglio, Erio, Ed.
Evaluation in Health Promotion: Principles and Perspectives. WHO Regional Publications, European Series.
SPONS. AGENCY- Ministry of Health, Ottawa (Ontario).; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Health Education Authority, London (England).
PUB DATE- 01
NOTE- 554p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cardiovascular System; Case Studies; *Community Programs; Comprehensive School Health Education; Economic Factors; Economic Impact; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Health Promotion; Mass Media Effects; Occupational Safety and Health; *Program Evaluation; Public Health; *Public Policy; Quality of Life; Research Methodology; Urban Areas
IDENTIFIERS- Canada; Europe; *Health Policy; Impact Evaluation; Social Capital

This book includes a collection of papers on the theories, methodologies, and practice of health promotion initiatives in Europe and the Americas. The 23 chapters are: (1) "A Framework for Health Promotion Evaluation" (Irving Rootman, Michael Goodstadt, Louise Potvin, and Jane Springett); (2) "Beyond Process and Outcome Evaluation: A Comprehensive Approach for Evaluating Health Promotion Programmes" (Louise Potvin, Slim Haddad, and Katherine L. Frohlich); (3) "What Counts as Evidence: Issues and Debates" (David V. McQueen and Laurie M. Anderson); (4) "Participatory Approaches to Evaluation in Health Promotion" (Jane Springett); (5) "Transformative Alliance between Qualitative and Quantitative Approaches in Health Promotion Research" (Sylvie Gendron); (6) "Evaluation of Quality-of-Life Initiatives in Health Promotion" (Dennis

DESCRIPTORS- Elementary Education; Elementary School Teachers; Faculty Development; Foreign Countries; Group Instruction; Grouping (Instructional Purposes); Higher Education; *Inservice Teacher Education; *Program Effectiveness; Self Efficacy; Teacher Attitudes; *Teaching Conditions; Well Being
IDENTIFIERS- *Israel

This study evaluated the impact of length of training in the Life Skills Training (LST) program on teachers' perception of the work climate and sense of self-efficacy, identifying process components affecting those outcomes. The LST program is a psychoeducational model of group intervention designed to improve the well-being of children and adults, including teachers. Based on the rationale that group training affects relationships between participating teachers, it was hypothesized that such training would lead to improved perceptions of the work environment. Also, specific training in life skills was expected to enhance teachers' self-efficacy. A representative sample of 342 Israeli elementary teachers from schools that operated LST programs completed feedback questionnaires measuring work climate, self-efficacy, and various teacher training issues. Participants were divided into three groups: teachers who did not receive training, teachers in their first year of training, and teachers in their second year of training. Results indicated that teachers with about 2 years of training had significantly higher scores on measures of self-efficacy and work environment. Only a few of the process variables, such as administrative support, use of books, and contribution to teaching, related to outcomes. (Contains 29 references.) (SM)

ED 460 100 SP 040 446

Walsh, Kate
Teacher Certification Reconsidered: Stumbling for Quality.
PUB DATE- 01
NOTE- 86p.; The report's "Appendix" and "A Rejoiner" are available on the Foundation's Web site.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; State Legislation; State Standards; *Teacher Certification; *Teacher Competencies; *Teaching Skills
IDENTIFIERS- *Maryland

This report examines research on teacher certification, reviewing every published study or paper, and many unpublished dissertations, cited by prominent advocates of teacher certification. It reveals shortcomings found in the research upon which teacher certification advocates rest their claims, suggesting that the teacher certification process is inefficient and ineffective in ensuring a competent teaching force. It describes Maryland's teacher certification practice, offering recommendations (e.g., Maryland should eliminate the coursework requirements for certification in favor of simpler, more flexible rules for entry; Maryland should devolve its responsibility for teacher qualifications and selections to its 24 public school districts; and school districts and principals should rely on more productive methods for helping teachers gain the instructional skills and knowledge they need to be effective). Five sections examine: "Searching for Teacher Quality"; "Certification and Student Achievement"; "Dissecting the Research behind Certification"; "Maryland's Regulatory source of classroom interference, by far, was the public address system, followed by message delivery, unspecified visitors, other teachers, other students, parents, and the telephone. While there was a wide variation in the reported impact of these interruptions on teachers' classes, more than half of the teachers indicated that they were a serious problem. (Contains 31 references.) (SM)

ED 460 120 SP 040 483

Johnston, James D.
Using Written Reflection To Identify Preservice Teachers' Active Instructional Knowledge during Mathematics Mentoring.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Field Experience Programs; Grade 5; Higher Education; Intermediate Grades; *Mathematics Education; *Mentors; Methods Courses; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Reflective Writing; *Teacher Knowledge

This study examined the use of written reflection to investigate student teachers' active instructional knowledge during mathematics mentoring. Participants were 30 preservice teachers in a Science/Math Integration methods course. They participated in Community Mathematics project field experiences, which occurred prior to the full student teaching placement. The project involved weekly mentoring at a local public middle school to help fifth graders develop an appreciation of real mathematics. Student teachers were required to reflect upon their mentoring episodes by completing the After-Mentoring Reflection Form. The form asked about things that went well and things that went differently during the session, how successful students were in completing session objectives, changes they would recommend to improve the session, and what they learned that would impact their future teaching. Most preservice teachers' attitudes and levels of expectations changed with each successive mentoring session. Their statements characterized such issues as instructional preparedness, instructional practice, classroom techniques, student participation, student motivation, and numerous others. The study suggests that the formal reflection form is a useful way to identify prospective teachers' beginning pedagogical and epistemological perceptions. (Contains 13 bibliographic references.) (SM)

ED 460 121 SP 040 485

Bolich, Anjanette M.
Reduce Your Losses: Help New Teachers Become Veteran Teachers.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers;

or 62.2%, took either the SAT I or ACT before or during 1999-2000. That is, a greater number of Texas graduates than ever before received feedback through these programs about their academic readiness for college. Performance as measured by the combined number of tested graduates achieving either SAT I Total Scores of 1110-1600 or ACT Composite scores of 24-36, (32,747 students), was highest in 2000. The percentage of SAT-1- and ACT-tested graduates scoring within these higher ranges on either test was 27.3% in 2000, a 2.3 percentage point gain since 1991. African Americans, Hispanics, Whites, males, and females all showed similar trends in overall improvement since 1991. Most encouraging for all Texas graduates was that, while the numbers tested increased since 1999, the state's mean performance held steady at 20.3 on the ACT Composite and at 993 for the SAT Total. The percentage of all Texas SAT takers completing 20 or more academic course credits continued to increase, as did the percentage of ACT takers completed an ACT-defined core set of academic courses. The most general suggestion for strengthening SAT I and ACT test performance overall, or students' academic readiness for college, is to focus on improving the academic preparation of all students while encouraging testing participation. Two appendixes contain detailed score tables. (Contains 11 tables, 2 figures, and 60 references.) (Author/SLD)

ED 460 140 TM 033 614

Dillow, Sally, Ed.
Education Statistics Quarterly, Fall 2001.
PUB DATE- 01
NOTE- 132p.; Published quarterly. The individual articles are available in "Current Index to Journals in Education" (CIJE); see TM 524 042-061.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Research; Elementary Secondary Education; Enrollment; Higher Education; *Mathematics Achievement; Paying for College; *Research Reports; *School Statistics; Student Costs
IDENTIFIERS- *National Assessment of Educational Progress; National Center for Education Statistics

The publication gives a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications, data products, and funding opportunities developed over a 3-month period. Each issue also contains a message from the NCES on a timely topic and a featured topic with invited commentary. This issue's featured topic is "NAEP 2000 Mathematics Assessment," and contains the first two articles: (1) "The Nation's Report Card: Mathematics 2000" (James S. Braswell, Anthony D. Lutkus, Wendy S. Grigg, Shari L. Santapau, Brenda Tay-Lim, and Matthew Johnson); and (2) "Invited Commentary: Policy Implications of Findings from 'The Nation's Report Card: Mathematics 2000;" (Debra Paulson and Manuel Hornedo). The second section, "Elementary and Secondary Education," includes: (3) "The Next Generation of Citizens: NAEP Civics Assessments: 1988 and 1998" (Andrew R. Weiss, Anthony D. Lutkus, Wendy S. Grigg, and Richard G. Niemi); (4) "Homeschooling in the United States: 1999" (Stacey Bielick, Kathryn Chandler, and Stephen P. Broughman); (5) "Teacher Preparation and Professional Development: 2000" (Basmat Parsad, Laurie Lewis, and Elizabeth Farris); (6) "Private School Universe Survey: 1999-2000"

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Principals; Profiles; Standards; *Teachers

A recently developed instrument was used to evaluate principals to determine if they live up to expected standards. The instrument, Principal Profile, had been developed several years before the study but had only been administered to graduate students and teachers seeking to become administrators. In the spring of 2001, the superintendent of schools for a Louisiana parish (county equivalent) agreed to administer the profile to each of the district's 14 principals and the 258 teachers working with these principals. An exploratory factor analysis resulted in a factor solution that clustered the 133 items on the Principal Profile into 7 factors: (1) Management of Personnel; (2) Domineering; (3) Lack of Goal Commitment; (4) Personal Qualities; (5) Delegation; (6) Knowledgeable; and (7) Instructional English. The Principal Profile is attached. (SLD)

ED 460 160 TM 033 635

Roberson, Thelma J.; Klotz, Jack
Chat: The Missing Link in On-Line Instruction.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Higher Education; Interpersonal Relationship; *Online Systems; *Teacher Student Relationship
IDENTIFIERS- *Chat Rooms

As more courses in higher education move to an on-line format, a major concern that has arisen is the lack of personal interaction between the professor and student. The literature provides evidence that often on-line courses are configured and delivered in a style more often associated with independent study or correspondence work, i.e., students working independently to complete posted assignments at their own pace. While this format may work in some instances, it leaves a "missing link" in the learning curve for students since they lack the opportunity to benefit from the experience of structured dialogue and sense of community that can be created in a traditional on-site classroom environment. This paper supports the idea that students benefit from personal contact and access to the professor and learning is enhanced in courses with high degrees of interactivity among students. The paper suggests effective uses of e-mail, chat, and various Web-based tools to enhance interactivity and sense of community within the on-line course. Sample comments are also included from students who have taken courses that use the strategies described in this paper. (Author/SLD)

ED 460 161 TM 033 636

Reed, Cynthia J.; Forbes, Sean; Kochan, Frances K.; Lewis, Wanda J.; Spratling, Salazec D.
Developing an Accountability Plan for the Boys and Girls Club:

conflict resolution and peer mediation programs being implemented, though there is very little research examining their effectiveness. The exception is the Teaching Students to be Peacemakers program, which teaches students to be peacemakers in five steps: learning what is and what is not a conflict; negotiating integrative agreements to conflicts; mediating classmates' conflicts; implementing the program; and receiving ongoing training. Between 1988-00, the paper's authors conducted 17 studies on the effectiveness of conflict resolution training in eight different schools in two countries. Participating students ranged from kindergarten through ninth grade and attended rural, suburban, and urban schools. Data collection involved observations, interviews, conflict report forms, written and oral responses to conflict scenarios, role playing responses to conflict scenarios, and actual conflicts created with classmates. Results indicated that students learned the conflict resolution procedures taught, retained their knowledge throughout the school year, applied the conflict resolution procedures to actual conflicts, transferred the procedures to nonclassroom and nonschool settings, used the procedures similarly in family and school settings, and, when given the option, engaged in problem solving rather than win-lose negotiations. Appended are 2 tables and 17 Peacemaker Studies References. (Contains 43 references.) (SM)

ED 460 179   UD 034 624

Dphrepaulezz, Diallo
The Fight To Save the Edison Charter in San Francisco. Briefing.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Bilingual Education; Black Students; *Charter Schools; Counseling; Educational Quality; Elementary Education; Governance; Hispanic American Students; Labor Turnover; Low Income Groups; Special Education; Teacher Persistence
IDENTIFIERS- African Americans; *Edison Project; Latinos; San Francisco Unified School District CA

In 1998, the San Francisco Board of Education granted a charter to Edison Schools, Inc., to manage the Edison Charter Academy. In 2001, it commenced a formal investigation of complaints that Edison had materially violated its charter and notified the school of its intent to revoke the charter. This briefing traces the events from the commencement of the investigation to the development of a parent advocacy group. It discusses a possible role for the state in addressing the situation and describes the growing divide between liberal education reactionaries and the minorities they purportedly represent. The major charges included material violations in matters concerning teacher turnover, charter governance, bilingual education, academic achievement, and counseling out of African American, low-income, and special education students. The investigation found that from 1999-2000 the school's academic achievement scores rose at a greater rate than nearly all of the district's 73 elementary schools; African American and Hispanic students improved their scores by 25 percent and 15 percent, respectively; most parents and teachers signed a petition supporting the charter; the shift in minority student populations followed a uniform district-wide trend; and the children are more affected if the perpetrator or victim is known to them, and chronic exposure is psychologically more harmful than a single exposure). A list of related resources and their contact information is provided. (Contains 61 references.) (SM)

ED 460 198 UD 034 648

Reid, Karla Scoon; Johnson, Robert C.
Public Debates, Private Choices.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 28p.; Theme issue. Published weekly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Charter Schools; *Educational Vouchers; Elementary Secondary Education; Hispanic American Students; Minority Groups; *Parent Participation; Private Schools; Public Schools; *School Choice
IDENTIFIERS- African Americans; Latinos

This collection of articles on school choice profiles five Hispanic and Black families who were not willing to wait for promised improvements in local schools. The articles begin with a discussion of minority parents who are quietly embracing school choice, examining their restlessness with the public schools, the charter school push, mixed public opinion, the generation gap in opinions about charter schools, and challenges with school choice. The five family stories focus on one family's satisfaction with the amount of personal attention provided by their charter school; one family's opportunity to leave a failing public school; the spiritual and moral foundation provided to one family by their charter school; one black family's decision to exercise their options and find a private school where their children would be exposed to racial and ethnic diversity every day; and one mother's efforts to reconcile her family's long-term commitment to public education with her passion for school choice. (SM)

ED 460 199 UD 034 649

Treisman, Philip Uri; Surles, Stephanie A.
Systemic Reform and Minority Student High Achievement.
PUB DATE- 01
NOTE- 25p.; In: The Right Thing To Do, the Smart Thing To Do: Enhancing Diversity in the Health Professions. Summary of the Symposium on Diversity in Health Professions in Honor of Herbert W. Nickens, M.D., Brian D. Smedley, Adrienne Y. Stith, Lois Colburn, and Clyde H. Evans, Editors. National Academy Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; *Educational Change; Elementary Secondary Education; *High Achievement; Higher Education; *Hispanic American Students; *Racial Differences; Standardized Tests; State Standards; Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress; Texas Assessment of Academic Skills

The under-representation of African American and Hispanic American students among high achievers on standardized tests, honors graduates of most colleges, and practitioners of

DESCRIPTORS- Academic Achievement; Class Size; *Cost
  Effectiveness; *Early Intervention; *Early Reading; Elementary
  Secondary Education; High Risk Students; Program Effectiveness;
  *Reading Skills; Special Education; Urban Schools
IDENTIFIERS- Baltimore City Public Schools MD; Carolina
  Abecedarian Project NC; Perry Preschool MI; *Reform Efforts;
  Risk Reduction; *Success for All Program; Tennessee

This report presents results from an analysis of the long-term benefits and costs of Success for All (SFA), a school reform program that focuses on promoting early reading success among educationally at-risk students. The program was piloted and implemented in Baltimore elementary schools. This analysis tracks the educational outcomes through eighth grade for the original SFA students and for a quasi-experimental, untreated control group of students from matched comparison schools. The study also examines differential costs associated with SFA and control students' schooling through eighth grade. Finally, it compares the relative cost-effectiveness of SFA and three other initiatives (Perry Preschool, the Abecedarian Project, and the Tennessee class-size experiment). Data on the 1986-87 through 1998-99 school years were collected from computerized files provided by the Baltimore City Public School System. Results indicated that relative to controls, SFA students completed eighth grade at a younger age, at the same educational expense, and with better achievement outcomes, fewer special education placements, and less frequent retentions. Comparison to the other interventions suggests that SFA provides the strongest educational benefits for the dollar, though no single program may be relied upon as the "great equalizer." (Contains 45 references.) (SM)

ED 460 218   UD 034 670

Catsambis, Sophia; Beveridge, Andrew A.
Neighborhood and School Influences on the Family Life and
  Mathematics Performance of Eighth-Grade Students.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Environment; *Family Influence; *Grade
  8; Institutional Characteristics; *Junior High School Students;
  Junior High Schools; *Mathematics Achievement; *Neighborhoods;
  Parent Participation; *Place of Residence; Poverty;
  Socioeconomic Status
IDENTIFIERS- *School Influence

This study examines how neighborhoods, schools, and families can influence the mathematics achievement of eighth graders, using data from the 1988 National Educational Longitudinal Study combined with U.S. Census data. These data allow simultaneous analysis of all aspects of students' lives. Results indicate that there are associations between family, neighborhood, school on the one hand and mathematics achievement on the other. Neighborhoods characterized by concentrated disadvantage and schools characterized by student poverty and absenteeism tend to depress students' mathematics achievement. Characteristics of disadvantaged neighborhoods tend to influence mathematics achievement indirectly by depressing parental practices associated with high mathematics achievement. The social context of these neighborhoods may depress parents' abilities to engage in effective parental involvement in reform activity. About half completed multiple interviews. Results highlighted a tremendous gulf between the rhetoric of reform, on the one hand, and local practice and rhetoric, on the other. Local educators had preconceived notions about disadvantaged students. They shelved proposals for more intellectually challenging content and pedagogy, flatly rejecting them as inappropriate and focusing almost exclusively on getting disadvantaged students up-to-speed on basic skills. Various interactions were central in teachers' efforts to reconstruct their practice (e.g., the interaction between teacher knowledge of instruction and beliefs about disadvantaged students). With time and experience, some teachers came to see that their disadvantaged students were interested in and motivated to learn. (Contains 62 references.) (SM)

ED 460 238 UD 034 698

Trzcinski, Eileen; Brandell, Jerry
Adolescent Outcomes, Poverty Status, and Welfare Reform: An Analysis Based on the Survey of Program Dynamics. Final Report. JCPR Working Paper.
SPONS. AGENCY- Bureau of the Census (DOC), Suitland, MD.
PUB DATE- 02
NOTE- 61p.; Prepared for the Research Development Grant, 2000-2001.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; Children; Delinquency; Elementary Secondary Education; *Family Income; *Poverty; Substance Abuse; Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act

This study investigated the potential effects of welfare reform on children in late childhood through adolescence, examining how poverty status and family welfare receipt interacted with current poverty status and welfare receipt during adolescence to influence various outcomes. The study examined how 1998 outcomes varied for adolescents based on family income, maternal employment, patterns of parental welfare receipt in middle childhood and adolescence, and demographics. Data from the 1992 and 1993 Survey of Income and Program Participation (SIPP) were matched with data from the 1997 and 1998 interviewing years of the Survey of Program Dynamics (prior to the Personal Responsibility and Work Opportunities Reconciliation Act of 1996). Average income-to-needs ratio, parental education, and whether the adolescent lived the entire period in a two-parent family highly correlated with positive outcomes. Adolescent outcomes were not significantly affected when parents stopped participating in welfare programs. When income insufficiency was severe enough to affect diet adequacy, adolescents were affected on many important outcomes. School outcome variables, status offense/criminal behavior variables, and substance use/abuse were most sensitive to differences in income, program participation, and time and extent of parent employment. (Contains 45 references.) (SM)

ED 460 239 UD 034 699

Pollakoff, Anne Rogers, Ed.
Urban Schools: Community Leadership, Excellence in Teaching, Systemic Change.

Services; Information Systems; Internet; Public Libraries; Technological Advancement; Users (Information)
IDENTIFIERS- Digital Technology

The Internet has considerably empowered libraries and changed common perception of what they entail. Public libraries, in particular, are using technological advancements to expand their range of services and enhance their civic roles. Providing community information (CI) in innovative, digital forms via community networks is one way in which public libraries are facilitating everyday information needs. These networks have been lauded for their potential to strengthen physical communities through increasing information flow about local services and events, and through facilitating civic interaction. However, little is known about how the public uses such digital services and what barriers they encounter. This paper presents findings about how digital CI systems benefit physical communities based on extensive case studies in three states. At each site, rich data were collected using online surveys, field observation, in-depth interviews and focus groups with Internet users, human service providers and library staff. Both the online survey and the follow-up interviews with respondents were based on sense-making theory. This paper discusses findings regarding: (1) how the public is using digital CI systems for daily problem solving; and (2) the types of barriers they encounter. Suggestions for improving digital CI systems are provided. (Contains 50 references.) (Author)

ED 459 824 IR 058 360

Jones, Steve; Paynter, Gordon W.
Human Evaluation of Kea, an Automatic Keyphrasing System.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Data Processing; Electronic Libraries; Information Retrieval; Information Systems; *Keywords; Man Machine Systems; User Satisfaction (Information); Users (Information)

This paper describes an evaluation of the Kea automatic keyphrase extraction algorithm. Tools that automatically identify keyphrases are desirable because document keyphrases have numerous applications in digital library systems, but are costly and time consuming to manually assign. Keyphrase extraction algorithms are usually evaluated by comparison to author-specified keywords, but this methodology has several well-known shortcomings. The results presented in this paper are based on subjective evaluations of the quality and appropriateness of keyphrases by human assessors, and make a number of contributions. First, they validate previous evaluations of Kea that rely on author keywords. Second, they show Kea's performance is comparable to that of similar systems that have been evaluated by human assessors. Finally, they justify the use of author keyphrases as a performance metric by showing that authors generally choose good keywords. (Contains 28 references.) (Author)

ED 459 825 IR 058 361

on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Funded by German Research Ministry (BMBF) within Global Info initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Journals; *Electronic Libraries; *Information Dissemination; Information Retrieval; *Information Services; Information Sources; Information Systems; Publications; Researchers; Scholarly Communication; *Scholarly Journals

The high publication rate of scholarly material makes searching and browsing an inconvenient way to keep oneself up-to-date. Instead of being the active part in information access, researchers want to be notified whenever a new paper in one's research area is published. While more and more publishing houses or portal sites offer notification services, this approach has several disadvantages. This paper introduces the Hermes altering service, a service that integrates a variety of different information providers making their heterogeneity transparent for the users. Hermes offers sophisticated filtering capabilities preventing the user from drowning in a flood of irrelevant information. From the user's point of view, it integrates the provides into a single source. Its simple provider interface makes it easy for publishers to join the service and thus reaching the potential readers directly. This paper presents the architecture of the Hermes service and discusses the issues of heterogeneity of information sources. Furthermore, it discusses the benefits and disadvantages of message-oriented middleware for implementing such a service for digital libraries. (Contains 18 references.) (Author/AEF)

ED 459 844 IR 058 380

Riggs, Tracy; Wilensky, Robert
An Algorithm for Automated Rating of Reviewers.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Processing; Electronic Journals; *Electronic Publishing; Information Dissemination; Information Processing; Information Systems; *Peer Evaluation; *Scholarly Communication; *Scholarly Journals
IDENTIFIERS- *Filters; *Reviewers

The current system for scholarly information dissemination may be amenable to significant improvement. In particular, going from the current system of journal publication to one of self-distributed documents offers significant cost and timeliness advantages. A major concern with such alternatives is how to provide the value currently afforded by the peer review system. This paper proposes a mechanism that could plausibly supply such value. In the peer review system, papers are judged meritorious if good reviewers give them good reviews. In its place, the report proposes a collaborative filtering algorithm that automatically rates reviewers, and incorporates the quality of the reviewer into the metric of merit for the paper.

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Library Automation; Library Catalogs; *Library Cooperation; Library Networks; Library Planning; Library Services; Library Surveys; Public Schools; Questionnaires; *School Libraries; Shared Library Resources; State Surveys
IDENTIFIERS- Ohio

This paper examines the belief that no more than half of the public school libraries in the state of Ohio are automated to any degree. The purpose of the research was to determine the degree and nature of automation at the public school libraries in Ohio. A written survey was mailed to 350 libraries that represented a randomized sample of the 3,809 public school libraries in Ohio. The survey measured the current level of automation and future plans for automation in these libraries. The key levels of automation that were important to the study were the automated circulation system, cataloging, the online public catalog (OPAC), the acquisition system, and serials control. Also important to public school libraries today and being measured was resource sharing through cooperative agreements such as INFOhio. The first part of the survey gathered data related to the degree and nature of the automation of the public school library, while the latter section of the questionnaire collected data concerning use of networks or cooperative agreements. The summary of the statistical results indicated the majority of the public school libraries were automated to some degree. Cover letters and the questionnaire are appended. (Contains 12 references and 24 tables.) (Author/MES)

ED 459 865 IR 058 417

Center, Emily R.
Discovering by Analysis: Harry Potter and Youth Fantasy.
PUB DATE- 01
NOTE- 38p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; *Fantasy; Fiction; Literary Criticism; *Reading Material Selection; Tables (Data)
IDENTIFIERS- *Harry Potter; *Reading Lists

There has been a recent surge in the popularity of youth fantasy books; this can be partially attributed to the popularity of J.K. Rowling's Harry Potter series. Librarians and others who recommend books to youth are having a difficult time suggesting other fantasy books to those who have read the Harry Potter series and want to read other similar fantasy books, because they are not as familiar with the youth fantasy genre as with other genres. This study analyzed a list of youth fantasy books and compared them to the books in the Harry Potter series, through a breakdown of their fantasy elements (i.e., fantasy subgenres, main characters, secondary characters, plot elements, and miscellaneous elements). Books chosen for the study were selected from lists of youth fantasy books recommended to fantasy readers and others that are currently in print. The study provides a resource for fantasy readers by quantifying the elements of the youth fantasy books, as well as creating a guide for those interested in the Harry Potter books. It also helps fill a gap in the research of youth fantasy. Appendices include a youth fantasy reading list, the coding sheet, data tables, and final annotated book list.

students, those of non-traditional age were somewhat more tuition sensitive; and (4) African Americans were found to be more likely than whites to persist through part-time attendance. (Contains summary of findings with comments, glossary of pertinent terms, appendix with coding information, 4 tables, and over 200 references.) (MKF)

ED 459 885 JC 020 082

Gilbert, Wendy A.
Retention in Distance Education Telecourses and Perceptions of Faculty Contact: A Comparison of Traditional and Nontraditional Community College Students.
PUB DATE- 00
NOTE- 216p.; Doctoral Dissertation, Florida State University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Access to Education; Community Colleges; Comparative Analysis; Computer Mediated Communication; *Distance Education; Nontraditional Education; *Nontraditional Students; Online Courses; School Holding Power; *Student Attrition; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- Tallahassee Community College FL

This is a study of the high dropout rate in distance education courses. Early studies of this phenomenon presumed that the majority of distance education students were nontraditional students. However, this study suggests that many traditional students now participate in distance education courses, and the author examined the problem within the context of this mixed student population. The three main purposes of the study were to: (1) determine whether differences in retention rates existed between the two types of students; (2) identify any interaction effects between selected variables and the type of student; and (3) attempt to identify any differences in perception in faculty contact between completers and noncompleters. The study looked at the transcripts of all 296 students enrolled in telecourses during Tallahassee Community College's (Florida) fall semester. The author also examined 65 respondents who filled out an initial survey. These respondents were a subset of the 296 total students. Results indicated that of the students, 128 (43%) were traditional, while 168 (57%) were nontraditional. Of the traditional students, 55 were completers; of the nontraditional students, 83 were completers. The study also found that among the respondent group, the grade point average for nontraditional students was higher (2.8) than that of traditional students (2.3). Appended are the survey instruments, comparison tests, letters and forms. (Contains 59 references.) (NB)

ED 459 886 JC 020 083

Leech, Nancy G.
Pilgrims on a Stony Path: Seeking Enhanced Literacy at the Community College.
PUB DATE- 00
NOTE- 235p.; Doctoral Dissertation, Indiana University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Access to Education; Adult Education; College Faculty; *College Role; *Community Colleges; Curriculum

to 1998, and data for the United States as a whole are presented to provide a point of comparison. Findings indicate that the most notable signs of progress in the 1990s were a drop in the percentage of mothers receiving late or no prenatal care and a drop in the percentage of mothers reporting smoking during pregnancy. Modest progress was evident in a decline in repeat teen births and a decline in the share of births to mothers with less than 12 years of education. The United States lost ground in the percentage of births that were low birth weight, the percentage of infants born prematurely, and the percentage of total births to unmarried women. Substantial differences were identified by race and Hispanic origin for each indicator except smoking during pregnancy. The report's three appendices contain state rankings by indicator for 1998; definitions, data sources, and reporting issues; and the primary contacts for state Kids Count projects. (KB)

ED 459 906 PS 029 347

Hildebrand, Charlene
Effects of All-Day, and Half-Day Kindergarten Programming on Reading, Writing, Math, and Classroom Social Behaviors.
PUB DATE- 97
NOTE- 17p.; For full text: http://www.nationalforum.com.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Alternate Day Schedules; Comparative Analysis; *Full Day Half Day Schedules; Kindergarten; *Kindergarten Children; Mathematics Achievement; Peer Relationship; Primary Education; *Prosocial Behavior; Reading Achievement; *Scheduling; Social Behavior; Social Development; Student Behavior; Writing Skills

This study compared the relative effects of three kindergarten schedules on children's achievement in reading, writing, and mathematics, and on children's prosocial classroom behaviors. Participating were 47 children attending all-day kindergarten, 56 attending alternate-day kindergarten, and 44 attending half-day kindergarten. Individual achievement tests were administered in a pretest-posttest procedure. Analysis of covariance showed that the all-day kindergarten group scored significantly higher in reading, with no significant differences in mathematics or writing. Multivariate analysis of covariance for the 14 subscales of classroom social behaviors on the Hahnemann Elementary Behavior Rating Scale showed significant differences between groups, with the half-day children exhibiting higher scores on classroom behaviors that facilitate learning and lower scores on negative behaviors. Possible reasons for these differences and implications of developmentally appropriate practices, teachers' theoretical orientation to reading instruction, and parent survey information were explored. (Contains 29 references.) (Author/KB)

ED 459 907 PS 029 751

Nalley, Donna, Ed.; Hamilton, Tracy, Ed.; Casbon, Christy, Ed.
Building Babies' Brains: A Training for Infant/Toddler Caregivers. Trainer's Guide with Transparencies .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 266p.; Set of transparencies on Building Babies' Brains not available from ERIC.
LANGUAGE- English

and Advocates.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Day Care; *Educational Planning; *Partnerships in Education; *Preschool Education; *Public Policy
IDENTIFIERS- Availability (Programs and Services); *Universal Preschool

As more state and federal initiatives develop around the care and education of preschool children, the challenge is to link the public education agenda to the larger early care and education field. This paper discusses the essential elements of a public/private preschool partnership and considers questions related to providing quality preschool education to preschoolers while being sensitive to the effect that such partnerships have on the availability and affordability of child care for younger children and to other issues. The National Child Care Association recommends that any analysis of a community's preschool must be guided by the following six principles: (1) parental choice as paramount in program planning, development, and implementation; (2) careful and deliberate community planning; (3) continued collaboration and partnerships with the private early care and education community while building programs on existing agency structure, funding streams, and quality measures; (4) program structures involving integration of at-risk children with their peers and including a full range of education, early care, and school-age care; (5) public/private partnerships equitably and adequately funded at the full cost of providing the service; and (6) development of programs that are accountable to policymakers, government agencies, families, and the early care and education community. The report asserts that the six principles are essential to developing programs that meet parent and community needs and calls for policymakers to ensure that these principles are part of national, state, and local planning so that children receive care and early education that enhances their success as productive adults. (KB)

ED 459 927 PS 030 007

Foster, Catherine Crystal
Speaking for America's Children: Child Advocates Identify Children's Issues and 2002 State Priorities.
SPONS. AGENCY- Prudential Foundation, Newark, NJ.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Children; National Surveys; Organizations (Groups); *Public Policy; Surveys; *Well Being
IDENTIFIERS- National Association of Child Advocates; United States

Despite the ongoing devolution of policymaking from the federal to the state and local level, there remains a belief that there is a single agenda for children. In summer 2001, the National Association of Child Advocates (NACA) surveyed its membership to determine if a national agenda for children exists. This paper identifies the key issues affecting children in their instructions. They will respond to increasingly complex literature. The mathematics standards emphasize mathematical concepts and understanding supporting the development of problem solving. Students will use different approaches for sorting and organizing data, use prediction to extend patterns, and predict whether something is likely or unlikely, based on data collected. The science standards emphasize making detailed observations, drawing conclusions, and recognizing unusual or unexpected data to use and validate information. The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effect on plants and animals. The social studies standards include the basic concept of the neighborhood, the purpose of laws and the consequences of breaking them, and basic economic concepts. Students will build timelines to expand their knowledge of past and present and deliver that information in a visual medium. (KB)

ED 459 944   PS 030 032

Grade Three Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 18p.; For Grade One through Grade Six curriculum standards, see PS 030 030-035. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; *Grade 3; Language Arts; Mathematics; *Parent Materials; Primary Education; Reading; School Activities; Sciences; Social Studies
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Three curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include the study of roots, prefixes, and suffixes to increase vocabulary knowledge. Students will recognize cause and effect in a selection and use punctuation clues for meaning in oral and silent reading. Students will write in a variety of modes for specific purposes: narrative, descriptive, and expository. Students will use periods, question marks, commas, apostrophes, and quotation marks whenever appropriate. Mathematics students will use skip-counting patterns to produce sequences of multiples. They will relate multiplication and division to the idea of equal groups and use mental counting strategies to determine unknown sums and differences. They will explore fractions by dividing whole regions into equivalent parts. Students will learn to determine perimeter and area by using manipulatives. They will use bar graphs to organize and report data and determine the probability that a particular event will occur. The science standards place increasing emphasis on conducting investigations. Students will be expected to develop questions, write simple hypotheses, make predictions, and gather data. The standards focus on living things, the sun, moon, and stars, and how objects change. The social studies standards enable students to develop understanding of the larger community. Students will be introduced to the context of government and the process of elections. The roles of local,

Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *New York

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of New York. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in New York and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in New York are then compared to those nationwide. Findings of this report reveal that more than half of mothers with children under age 5 and more than 60 percent of mothers with school-age children are employed. Seventy-five percent of children under age 5 with employed mothers are in some form of nonparental care, with more than 40 percent in full-time care. Almost 20 percent of 6- to 9-year-olds with employed mothers are in before- and after-school programs, compared with fewer than 10 percent of 10- to 12-year-olds. Low-income families spend almost three times as much on child care as a percentage of their earnings as do higher-income families. (KB)

ED 459 959 PS 030 057

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Texas. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 27p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Texas

This report draws on a recent survey--the 1997 National Survey of summarizes findings on the effectiveness of smaller educational structures, which can be used in making one's case to funders, the media, and parents. For each piece of research, contact information is given for further details. A final chapter describes how Human Scale Education can help. Appendices present a sample contract, two case studies, and information about Human Scale Education. A list of 22 publications for further reading and 11 useful contacts is included. (TD)

ED 459 976 RC 023 318

Husted, Thomas A.; Cavalluzzo, Linda C.
Background Paper for New Collaborative Schools (NCS): An Overview of At-Risk High School Students and Education Programs Designed To Meet Their Needs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; AEL, Inc., Charleston, WV.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Educational Change; Educational Practices; *High Risk Students; *High School Students; High Schools; Higher Education; House Plan; Models; *Nontraditional Education; Partnerships in Education; Professional Development; *School Effectiveness; School Size; Small Schools; Teacher Participation; Teacher Role; Teacher Student Relationship

A federation of alternative schools called New Collaborative Schools (NCS) has been proposed to improve educational outcomes of academically able but low-performing high school students. The NCS model would combine the advantages of high school-college collaborations with the most effective practices for improving the educational experiences of "at-risk" high school students. This report provides background for the NCS model. After discussing what constitutes an at-risk student, the report reviews various types of alternative schools, including alternative classrooms, schools-within-schools, continuation schools, career academies, tech-prep schools, magnet schools, and separate alternative schools. Key elements of successful alternative schools are autonomous small learning environments; increased educational engagement, possibly using a new curriculum and instructional techniques; and strong teacher input into school governance and curriculum. An examination of college-high school collaborations reveals their key attributes to be flexible educational pacing, broader curriculum options, and internships. A review of effective schools finds that common characteristics include a sense of community among students and teachers, a significant change in school curricula, and increased teacher involvement in the setting of curricula as well as other school reforms. Recommendations for the establishment of the NCS include small learning environments, curriculum and instructional reforms appropriate to the target students, ongoing professional development, consistent and constant counseling and monitoring, and frequent evaluation and assessment. An appendix presents features of selected alternative schools. (Contains 70 references.) (TD)

ED 459 977 RC 023 330

Parker, Laurence, Ed.; Deyhle, Donna, Ed.; Villenas, Sofia, Ed.
Race Is...Race Isn't: Critical Race Theory and Qualitative

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agriculture; *Biotechnology; Educational Strategies; Higher Education; *Research Projects; Science Curriculum; Secondary Education; Teacher Attitudes; *Teacher Competencies; Vocational Education
IDENTIFIERS- North Carolina

Recent legislation encourages the integration of academic content in agricultural education. In North Carolina, high school agricultural education programs can now choose to offer a state adopted integrated biotechnology curriculum. Empirical evidence was needed to identify and describe factors related to the intent of agricultural educators to adopt this curriculum in order to assist teachers during this transition. North Carolina agricultural educators were randomly surveyed to determine their self-perceived level of knowledge, actual level of knowledge, and perceived importance of integrated science competencies in the new North Carolina "Biotechnology and Agriscience Research" course. This descriptive and correctional study also describes how agricultural educators perceived the course in fulfilling program needs, perceived barriers to teaching the course, and the likelihood of agricultural educators adopting the course. Exploratory research was conducted to identify factors that best predicted the intent of agricultural educators to adopt the course. The agricultural educators in the study accurately perceived that they lack the knowledge to teach the Biotechnology and Agriscience Research course. The majority of the educators had not participated in training related to biotechnology and therefore were ill-prepared to teach concepts related to this emerging technology. The educators supported the importance of teaching biotechnology and recognized the benefits of integrated curriculum in agricultural education. They also perceived that the exterior factors of funding, equipment an teacher knowledge are the largest barriers to adopting an integrated science curriculum. The Biotechnology and Agriscience Research course has the necessary support of agricultural educators to propose its continued inclusion in the North Carolina Workforce Development program of studies. Teachers who were most likely to adopt the Biotechnology and Agriscience Research course had fewer years of teaching experience, had attended some biotechnology training and perceived integrated biotechnology curriculum will fulfill their agricultural education program needs. (Contains 18 references, 5 tables, and 1 figure.) (Author/DDR)

ED 459 996 SE 065 448

Alston, Antoine J.; Miller, W. Wade
Analyzing the Barriers and Benefits toward Instructional Technology Infusion in North Carolina and Virginia Secondary Agricultural Education Curricula.
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Agricultural Education (Fort Worth, TX, January 27-30, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agriculture; *Educational Change; Educational Strategies; *Professional Development;

Evolution. Teacher's Guide.
PUB DATE- 01
NOTE- 45p.; "Premiering fall 2001 on PBS." Guide produced by the Educational Programming and Outreach Department of the WGBH Educational Foundation. Film co-produced by the WGBH/NOVA Science Unit and Clear Blue Sky Productions.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Evolution; High Schools; Inquiry; *Science Activities; *Science Curriculum; Science Education; Teaching Guides

This teacher's guide was developed to assist teachers in the use of multimedia resources for the Public Broadcasting System (PBS) program, "Evolution." Each unit uses an inquiry-based approach to meet the National Science Education Standards. Units include: (1) "What is the Nature of Science?"; (2) "Who Was Charles Darwin?"; (3) "What is the Evidence for Evolution?"; (4) "How Does Evolution Work?"; (5) "How Did Humans Evolve?"; (6) "Why Does Evolution Matter Now?"; and (7) "Dealing with Controversy." (YDS)

ED 460 021 SE 065 656

Siegel, Marcelle A.; Lee, Julia A. C.
"But Electricity Isn't Static": Science Discussion, Identification of Learning Issues, and Use of Resources in a Problem-Based Learning Education Course.
PUB DATE- 01
NOTE- 57p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electricity; Higher Education; *Physics; Preservice Teacher Education; *Preservice Teachers; Problem Based Learning; *Problem Solving; Student Teachers; Teacher Education

While increasing teachers' scientific knowledge base has been identified as a challenge for teacher education (e.g., NCES, 1996), the skills used to identify a need for knowledge and the skills necessary to search for that knowledge have been less discussed. Yet, the ability to learn for oneself is really the goal of lifelong teacher education. In this paper, four class periods of video data from a problem-based educational psychology curse were examined and an eight-minute segment was chosen to analyze in depth. The preservice science teachers grapple with science concepts of electricity and atomic structure as they analyze a video case of a physics classroom and devise ways to redesign instruction in order to enhance students' learning. Three analysis were undertaken: 1) categorizing the scientific discourse to determine how student teachers identify a need for knowledge and how they solve it; 2) analyzing the resources used to build understanding, including how student teachers present themselves as resources, which outside resources are used and why, and the status of those resources in the community; and 3) investigating learning-what did student teachers seem to understand based on the current data sources and how does this compare to an expert view of electricity? The results presented here indicate our current understanding of many rich sources of information, rather than a final analysis. Our discourse analysis of the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Educational Attitudes; Program Descriptions
IDENTIFIERS- *Social Justice; United States

With the aim of honoring the spirit of Dr. Martin Luther King, Jr., by working to make his "human rights revolution" a reality, this report considers efforts to build a human rights society in the United States. The report celebrates the Center for Human Rights Education's (CHRE's) growth and accomplishments and documents the Center's work to ensure that both the language and the practice of human rights thinking become an essential part of U.S. social justice movements. The report also seeks to embody the fundamental belief that individuals must teach each other about human rights since it is not a part of the formal educational system. The first half of the report covers methods of human rights education and how this human rights framework is applied to issues of injustice in the U.S. The second half of the report highlights CHRE's programs and services. Also included is a pull-out poster that connects human rights to the social justice movements that have given rise to these principles. The report is divided into the following sections: "Unity of Vision and Purpose"; "What Are Human Rights?"; "Human Rights in the United States"; "An American History of Human Rights Movements"; "Uniting Philosophy and Strategy"; "CHRE Programs"; and "CHRE Financial History." (BT)

ED 460 043 SO 033 461

Elementary School Proficiency Assessment (ESPA) in Social Studies. Parent and Student Information Manual.
PUB DATE- 01
NOTE- 26p.; Spanish title is "Folleto Informativo para los Padres y los Estudiantes."
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Evaluation Methods; Grade 5; Intermediate Grades; *Social Studies; State Standards; *Student Evaluation
IDENTIFIERS- *New Jersey

The Elementary School Proficiency Assessment (ESPA) is the state test taken by students in the fourth and fifth grade. It is designed to give a school information about how well the students are achieving in the areas required by New Jersey's Core Curriculum Content Standards. For 2001, a new subject Social Studies has been added to the ESPA. The ESPA test in Social Studies will always be taken by students in the fall of their fifth-grade year. This information booklet describes the ESPA test; lists who will be tested; explains what types of questions are on the ESPA Social Studies Test; considers how a child can be prepared for the ESPA; reports on how long the 2001 ESPA Social Studies Test is; discusses how fair the ESPA is; and explains how parents can receive more information about the ESPA. The booklet also contains a student section that asks and answers the following questions: "What is the ESPA Social participants, ages 4.7 to 6.6, enrolled in 3 sections of the 10-week program taught by the researcher. Classroom videotapes and written transcripts from the 45-minute class sessions provided 30 hours of observational data documenting children's musical behaviors and responses to invented notation tasks. Data from classroom observations, a researcher-designed parental questionnaire, and Gordon's Primary Measure of Music Audiation (PMMA) test scores were analyzed and reported in individual child-profiles documenting each child's musical behaviors over time. These profiles provided multiple lenses for investigating each child's musical behaviors and making comparisons across classes. An assessment inventory was designed to document the range of musical behaviors over time. Data emerging from the study provided insights into children's musical thinking, referred to in the study as children's "emerging musical literacy." Children's invented notations were categorized as pictorial, pictorial-iconic, and iconic. Rhythm was depicted more often than melody. In this study, however, age was not so strong an influence on musical behaviors as was developmental readiness, language literacy, and out-of-school music experiences. An unexpected theme which emerged from the data was how each class of children developed as a "community of learners" and the strong influence this social context had on children's music-making. (Author/BT)

ED 460 063 SO 033 519

Bates, Angela; Cagle, Stacy; Rideout, Bruce
A Test for Lateralization of the Mozart Effect.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Perception; Higher Education; *Listening; *Music Activities; Undergraduate Students
IDENTIFIERS- Brain Activity; Cognitive Research; Mozart Effect; Research Replication

The Mozart effect involves the enhancement of spatial processing after listening to a Mozart piano sonata (Rauscher, Dhaw, and Ky, 1993). Efforts to replicate the Mozart effect have been mixed, possibly due to differences in dependent variable operationalization across studies or large individual differences in magnitude of effect. Chabria and Kosslyn (1998) found that coordinate spatial processing was mediated by the right cerebral hemisphere, while the left hemisphere mediated categorical spatial processing, and that these processes could be affected by hemispheric bias in the projection of task-relevant information through the use of colored filters. The present study (conducted with 36 undergraduate students with less than two years of musical training) tested whether presentation of spatial task items on red versus green backgrounds could influence the Mozart effect as measured with a paper folding and cutting task. The use of the filters had no reliable effect on performance. (Contains 10 references.) (Author/BT)

ED 460 064 SO 033 523

Patrick, John J., Ed.; Leming, Robert S., Ed.
Principles and Practices of Democracy in the Education of Social Studies Teachers. Civic Learning in Teacher Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Raphael); (7) "Economic Evaluation of Health Promotion" (Christine Godfrey); (8) "Health Promotion: Towards a Quality Assurance Framework" (Richard Parish); (9) "Investigating Policy Networks for Health: Theory and Method in a Larger Organizational Perspective" (Evelyne de Leeuw); (10) "Evaluating Community Health Promotion Programmes" (Louise Potvin and Lucie Richard); (11) "Evaluating Community Initiatives for Health and Development" (Stephen B. Fawcett, Adrienne Paine-Andrews, Vincent T. Francisco, Jerry Schultz, Kimber P. Richter, Jannette Berkley-Patton, Jacqueline L. Fisher, Rhonda K. Lewis, Christine M. Lopez, Stergios Russos, Ella L. Williams, Kari J. Harris, and Paul Evensen); (12) "Evaluating Health Promotion in Schools: Reflections" (Sarah Stewart-Brown); (13) "Evaluating Health Promotion Programmes in the Workplace" (Lindsay Dugdill and Jane Springett); (14) "Evaluation in Urban Settings: The Challenge of Healthy Cities" (Lisa Curtice, Jane Springett, and Aine Kennedy); (15) "Evaluating Healthy Public Policies in Community and Regional Contexts" (Alfred Rutten); (16) "Evaluation of Health Promotion Policies: Tracking a Moving Target" (Nancy Milio); (17) "Evaluation of Countrywide Health Promotion Policies: The Canadian Experience" (Reg Warren, Irving Rootman, and Rick Wilson); (18) "Health Impact Assessment as a Tool for Health Promotion and Population Health" (C. James Frankish, Lawrence W. Green, Pamela A. Ratner, Treena Chomik, and Craig Larsen); (19) "Social Capital: Evaluation Implications for Community Health Promotion" (Marshall W. Kreuter, Nicole A. Lezin, Laura Young, and Adam N. Koplan); (20) "Case Study: The Canadian Heart Health Initiative" (Sylvie Stachenko); (21) "Issues in Evaluating Mass-Media Health Communication Campaigns" (Vicki Freimuth, Galen Cole, and Susan D. Kirby); (22) "Investment for Health: Developing a Multifaceted Appraisal Approach" (Erio Ziglio, Spencer Hagard, and Lowell S. Levin); and (23) "Evaluation in Health Promotion: Synthesis and Recommendations" (Michael S. Goodstadt, Brian Hyndman, David V. McQueen, Louise Potvin, Irving Rootman, and Jane Springett). (Papers contain references.) (SM)

ED 460 082 SP 040 420

Standards for Required Professional Development for Teachers: A New Vision (N.J.A.C. 6:11-13).
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Learning; Collegiality; Educational Research; Elementary Secondary Education; *Faculty Development; Financial Support; Inservice Teacher Education; *Knowledge Base for Teaching; Parent Teacher Cooperation; Planning; Program Effectiveness; Program Evaluation; School Community Relationship; School Culture; *State Standards; Student Evaluation; Student Needs; Teacher Collaboration; *Teacher Competencies; Teacher Role
IDENTIFIERS- *New Jersey; Subject Content Knowledge; Teacher Knowledge

This paper presents New Jersey's standards for the required professional development of teachers as follows: (1) enhances subject content knowledge; (2) improves understanding of learners' academic, social, emotional, and physical needs and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential; (3) reflects best available interpretations of relevant knowledge, including

Drift"; and Maryland's Regulatory Hurdles." It concludes that teacher certification is incapable of providing insight into a person's ability, intellectual curiosity, creativity, affinity for children, or instructional skills. The paper suggests while as deficiencies in the research on teacher quality remain ignored, misrepresented, or debated, disadvantaged students are clear losers. Maryland's case for certification and Samples of National Research on Teacher Certification and Effective Teaching are appended. (Contains 204 references.) (SM)

ED 460 101 SP 040 447

Lindberg, Jill A.; Swick, April M.
Common-Sense Classroom Management: Surviving September and Beyond in the Elementary Classroom.
PUB DATE- 02
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Cultural Differences; Discipline; Diversity (Student); Elementary Education; Elementary School Teachers; Limited English Speaking; Parent School Relationship; Parents; Planning; Rewards; Special Education; Special Needs Students; Student Behavior; Teacher Behavior
IDENTIFIERS- Individuals with Disabilities Education Act

This manual contains techniques for creating successful teaching and learning environments in diverse elementary classrooms. Using humor, drawings, and a conversational tone, it provides suggestions for teaching effectively and efficiently. Special highlights include five-steps-or-less strategies that can be adapted into any classroom, an outline of best practices for every aspect of a typical school day, IDEA sections that tailor strategies to special education students, light bulb sections that highlight strategies for K-1 students, and proven tactics for non-English speakers and challenging students. Nine chapters include: (1) "Taking Care of Teacher Business" (e.g., room organization and planning); (2) "Creating a Positive Classroom Atmosphere" (e.g., decorating with themes and respect in the classroom); (3) "Working with Diverse Student and Family Populations" (e.g., working with non-English speaking students and families); (4) "With-it-ness" (e.g., teacher behavior and challenging students); (5) "Transitioning"; (6) "Taking Care of Classroom Business" (e.g., entering school, absenteeism, and classroom rules); (7) "Organizational Time" (e.g., desk cleaning and mailboxes); (8) "Rewards" (e.g., leisure time activities and lunch with the teacher); and (9) "Consequences" (e.g., identifying and dealing with challenging students). A suggested reading list is included. (SM)

ED 460 102 SP 040 448

Moller, Gayle; Childs-Bowen, Deborah; Scrivner, Jennifer
Teachers of the Year Speak Out: Tapping into Teacher Leadership. A SERVE Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English

Elementary Secondary Education; Higher Education; *Mentors; Preservice Teacher Education; *Teacher Persistence; Teacher Salaries; Teacher Shortage; Teaching Conditions

This report presents suggestions for retaining beginning teachers. Research indicates that after 5 years, nearly half of new teachers leave teaching in the state where they first taught. Helping new teachers become veterans is an important step in addressing teacher shortages. New teachers tend to leave because of such factors as inadequate preservice preparation; difficult workplace conditions (lack of support and guidance and placement in difficult assignments); and poor salaries and benefits. Southern Regional Education Board states are working to keep new teachers in the classroom by providing quality mentoring or induction programs and by offering financial incentives to recruit and retain new teachers (e.g., scholarships and forgivable loans). This report lists ways that states can keep beginning teachers in the classroom, including: know who is in the pipeline, provide prospective teachers with quality teaching for content and classroom management experiences in teacher preparation programs, provide work conditions that will help beginning teachers succeed, and collect information on the effectiveness of approaches and programs that support beginning teachers. (Contains 13 references.) (SM)

ED 460 122 SP 040 501

Grosse, Susan J.
Children and Post Traumatic Stress Disorder: What Classroom Teachers Should Know. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Coping; Elementary Secondary Education; *Posttraumatic Stress Disorder; *Stress Management; Stress Variables; Teacher Role
IDENTIFIERS- ERIC Digests; *Survival Skills; *Traumas

Children may be exposed to trauma in their personal lives or at school. Teachers can prepare children to cope with trauma by understanding the nature of trauma, teaching skills for responding to emergencies, and learning how to mitigate the after-effects of trauma. Post traumatic stress disorder (PTSD) has specific characteristics and circumstances, including situations perceived as life-threatening, outside the scope of normal life experiences, involving death, and during which children experience total loss of control. Survival skills include being able to follow directions, get help, mitigate specific emergencies, report circumstances, and say no firmly. Implementing survival skills requires recognizing right from wrong. Teachers can take steps to prepare children ahead of time and lessen the PTSD potential (teaching about trauma, teaching survival skills, debriefing after a trauma, and helping children regain control). Symptoms of PTSD include re-experiencing an event, avoiding reminders of the event, sleep disturbance, and continual thought pattern interruptions around the event. Diagnosing PTSD requires evaluation by trained mental health professionals. Teachers have a role in identifying and referring students. Teachers can help children

(Stephen P. Broughman and Lenore A. Colaciello); (7) "Overview of Public Elementary and Secondary Schools and Districts: School Year 1999-2000" (Lee M. Hoffman); and (8) "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1998-99" (Frank Johnson). The third section, "Postsecondary Education," contains: (9) "High School Academic Curriculum and the Persistence Path through College: Persistence and Transfer Behavior of Undergraduates 3 Years after Entering 4-Year Institutions" (Laura Horn and Lawrence K. Kojaku); (10) "Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students" (Edward C. Warburton, Rosio Bugarin, and Anne-Marie Nunez); (11) "Middle Income Undergraduates: Where They Enroll and How They Pay for Their Education" (Jennifer B. Presley and Suzanne B. Clery); (12) "National Postsecondary Student Aid Study: Student Financial Aid Estimates for 1999-2000" (Andrew G. Malizio); (13) "Competing Choices: Men's and Women's Paths after Earning a Bachelor's Degree" (Michael S. Clune, Anne-Marie Nunez, and Susan P. Choy); and (14) "Postsecondary Institutions in the United States: 1993-94 and 1998-99" (Patricia Q. Brown). The next section, "Libraries," contains: (15) "Public Libraries in the United States: Fiscal Year 1998" (Adrienne Chute and P. Elaine Kroe); and (16) "Academic Libraries: 1998" (Margaret W. Cahalan and Natalie M. Justh). The next section, "Crosscutting Statistics," includes: (17) "Educational Achievement and Black-White Inequality" (Jonathan Jacobson, Cara Olsen, Jennifer King Rice, Stephen Sweetland, and John Ralph); and (18) "Features of Occupational Programs at the Secondary and Postsecondary Education Levels" (Richard P. Phelps, Basmat Parsad, Elizabeth Farris, and Lisa Hudson). The final section, "Methodology," contains: (19) "Community College Transfer Rates to 4-Year Institutions Using Alternative Definitions of Transfer" (Ellen M. Bradburn and David G. Hurst); and (20) "A Classification System for 2-Year Postsecondary Institutions" (Ronald A. Phipps, Jessica M. Shedd, and Jamie P. Merisotis). (Contains 37 figures and 35 tables.) (SLD)

ED 460 141 TM 033 615

Mills, Michael S.
Ensuring the Viability of Curriculum Mapping in a School Improvement Plan.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Improvement; Elementary Secondary Education; School Districts; State Programs; *Validity
IDENTIFIERS- *Arkansas; Curriculum Alignment; *Curriculum Mapping

This paper focuses on the initial phase of a curriculum mapping program as part of the development of a state-mandated school improvement plan. Mapping, a system of curriculum analysis and subsequent alignment, has been cited as a valuable component of curriculum renewal and staff development that has positive impacts on student achievement and teacher job satisfaction. Arkansas has mandated that curriculum mapping be an integral component of the Arkansas Consolidated School Improvement Plan process, but has left school districts with no formal or structured guidance for this aspect of school improvement planning. This paper attempts to address concerns of administrators and teachers mired in this stage of the school

Building Bridges and Creating Learning Communities.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Administrator Education; *Administrators; Case Studies; Educational Administration; Program Effectiveness; Program Evaluation; *School Community Relationship; *Teacher Education; *Youth Clubs
IDENTIFIERS- Alabama; Authentic Learning; Boys Clubs of America; Girls Clubs of America

This paper presents the case study of an attempt to bridge the gap between teacher and administrator preparation programs at Auburn University, Alabama, while engaging students in authentic learning situations at the Boys and Girls Club of Greater Lee County. The Boys and Girls Club of Greater Lee County serves 600 youth during the school year and another 750 in the summer months at 2 locations. Each of two classes, a doctoral level educational administration class and an undergraduate educational foundations class, engaged in projects that allowed university students to gain unique insights into the needs of the children and the community while providing necessary services to the clubs. The clubs in turn provided a learning laboratory for the students and professors. Many lessons were learned through the project. It was found to be essential to identify and consider agendas for the clubs and the college so that everyone could benefit. It was also important to keep the community involved and aware of the collaborative efforts. The project provided professional development opportunities for club staff, increased opportunities, such as tutoring, for club members, and increased learning experiences for college students and professors. (Contains 10 references.) (SLD)

ED 460 162 TM 033 637

Pascoe, Donna; Halpin, Glennelle
Legal Issues To Be Considered When Testing Teachers for Initial Licensing.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Job Skills; *Legal Problems; *Licensing Examinations (Professions); *Preservice Teachers; Reliability; *Teacher Certification; Teacher Qualifications; Test Use; Validity

This review covers the test components of validity, reliability, job-relatedness, and test bias in relation to teacher licensing examinations and the legal decisions that have affected policy in this area. The literature provides a history of court decisions and legal rulings that have shaped policy, test design, and test use. The important criteria for implementing a fair and legal program of testing teachers for initial board could not provide names of African American parents who were counseled out. (Contains 36 endnotes, 5 tables, and 1 figure.) (SM)

ED 460 180 UD 034 625

Holzer, Harry J.; Offner, Paul
Trends in Employment Outcomes of Young Black Men, 1979-2000. JCPR Working Paper.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 16p.; Part of the Extending Opportunities Project, organized by the National Center for Strategic Nonprofit Planning and Community Leadership.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Educational Attainment; *Employment Patterns; Enrollment Trends; *Job Skills; *Males; Secondary Education; Sex Differences; Wages; *Young Adults

This paper examines trends in the employment rates of young black men, and other groups of young people, during 1979-2000. Data from the Current Population Survey's Outgoing Rotation Groups are used to estimate these trends and their determinants. The data are pooled and analyzed for differences across individuals and metropolitan areas and for trends over time. The analysis primarily examines less-educated young black men. After reviewing earlier literature on employment trends among young black men and their causes, the paper presents empirical estimates of trends over time and regression analysis of their potential determinants. Employment and labor force participation rates of less-educated young Black men indicate a secular decline in work activity during the 1980s-90s, despite mild improvements in employment associated with the booming economy of the 1990s. Employment trends among Blacks were much more negative than those of less-educated White or Hispanic men and of young Black women, whose employment and labor force activity improved dramatically in the 1990s. Results suggest that rising school enrollment rates of young black men imply some declining quality (from a skills or labor force perspective) among those left behind among the nonenrolled, especially in the 1990s. (Contains 38 references and 24 footnotes.) (SM)

ED 460 181 UD 034 626

Huang, Chien-Chung
The Impact of Child Support Enforcement on Nonmarital and Marital Births: Does It Differ by Racial and Age Groups? JCPR Working Paper.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Birth Rate; *Births to Single Women; *Child Support; *Females; Pregnancy; Racial Differences; Sex Differences; State Legislation
IDENTIFIERS- *Child Support Enforcement

Using data from the 1979-98 waves of the National Longitudinal Survey of Youth, this paper investigated the effect of child support enforcement on marital and nonmarital births, noting mathematics and science professions is well-documented. This paper explores the extent to which the current educational reform movement is achieving the goal of substantially improving overall student achievement, especially high achievement, while also reducing achievement gaps among racial and ethnic groups. Neither high-stakes testing nor standards setting, both components of the modern systemic reform movement, is new, nor are the issues of testing and equity. The primary resource for tracking changes in students' academic performance is the National Assessment of Educational Progress (NAEP). Especially important to evaluating systemic reform efforts is a state NAEP testing program begun in 1990 which allows sophisticated and multidimensional comparisons of state academic performance. While NAEP data show that between 1971-88, the black-white achievement gap closed significantly, 1990s data show that the gaps are growing. There is little hard evidence that state systemic reform policies have had their intended effects. Results from the Texas Assessment of Academic Skills indicate a marked decrease in performance gaps of minority and white elementary students in recent years. (Contains 21 references.) (SM)

ED 460 200 UD 034 650

Piche, Dianne M.
Closing the Deal: A Preliminary Report on State Compliance with Final Assessment & Accountability Requirements under the Improving America's Schools Act of 1994.
SPONS. AGENCY- Ford Foundation, New York, NY.; Spencer Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; *Compliance (Legal); Educational Legislation; Elementary Secondary Education; Federal Government; Law Enforcement; Minority Group Children; *National Standards; *Poverty; *State Government; State Standards
IDENTIFIERS- Disaggregated Analysis; *Improving Americas Schools Act 1994 Title I

This report revisits several key questions examined in a 1999 report, "Title I Midstream: The Fight to Improve Schools for Poor Kids," investigating whether all states have: set standards for student performance; measured attainment of standards with assessments that meet Title I requirements; and developed accountability systems required by law. The report concludes that federal oversight improved during the last 18 months of the Clinton Administration, as the Department of Education provided more guidance to states and began to demand that states comply with important federal requirements and safeguards for Title I assessments. It also concludes that, with a few exceptions, the states are still far behind in establishing systems that will provide tangible benefits to children. Although states had 6 years to develop the six assessments called for under the 1994 law, by January 2001, only 11 states fully met important Title I requirements for alignment with standards, technical quality, full inclusion of all students, and disaggregation of results by race, gender, and other categories. There is no evidence that the Bush Administration is moving the process forward. Instead, the practices and may foster social contexts that are not supportive of academic pursuits for adolescents. The study concludes that place of residence may have important consequences for the academic success and resulting life chances of adolescent. It may affect minority students the most because they are concentrated in inner-city, disadvantaged neighborhoods. To a certain extent, parents can help students overcome the educational disadvantages of their environments by communicating with them frequently, closely monitoring their activities, and providing extra learning opportunities. (Contains 58 references.) (SM)

ED 460 219 UD 034 671

Thomas, Janet Y.
The Public School Superintendency in the Twenty-First Century: The Quest To Define Effective Leadership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Boards of Education; Elementary Secondary Education; *Instructional Leadership; Politics of Education; Public Schools; *Superintendents
IDENTIFIERS- *Leadership Effectiveness

This study examines research on public school leadership effectiveness, focusing specifically on the superintendent. It begins with a discussion of the historical mission to define leadership effectiveness, followed by a review of existing research on effective school districts and superintendents. The report also analyzes how superintendent effectiveness is defined and measured, concluding that this is one of the major shortcomings in the knowledge base. The report then details the obstacles that superintendents face in effectively managing a school system, including stability, the politicization of the profession, and superintendent and school board relations. Finally, the report presents suggestions for further research, which include addressing concerns regarding various operational definitions of effective leadership, examining the roles of the superintendent in their specific contexts, studying superintendent and school board relations, and providing information for preparing and recruiting effective educational leaders. (Contains 84 references.) (SM)

ED 460 220 UD 034 672

Burley, Mason; Halpern, Mina
Educational Attainment of Foster Youth: Achievement and Graduation Outcomes for Children in State Care.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; Elementary Secondary Education; Family Influence; *Foster Children; Graduation; Individual Characteristics; *Outcomes of Education; Public Schools; Special Education

PUB DATE- 01
NOTE- 26p.; Theme Issue. Published 10 times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disadvantaged Youth; Educational Improvement; Educational Quality; Elementary Secondary Education; Excellence in Education; Minority Group Children; Parent Participation; Poverty; Teacher Competencies; *Urban Schools
IDENTIFIERS- Houston Independent School District TX; Teach for America

This collection of essays discusses excellence and achievement in urban schools. "Needed: Excellent Teachers for Urban Schools" (Diane Ravitch) suggests that the best thing to do to help urban students is to ensure that they have excellent teachers. "Beyond the Courage to Change Urban School Systems" (Rudolph F. Crew) discusses how much difference the care, guidance, and attention of a teacher can make in the lives of young people. "An Excellent Education for All" (Wendy Kopp and Nicole Baker) identifies as the common characteristics of the most successful Teach for America corps members the fact that they approach their jobs in the same way that successful leaders in any context would. "How Houston Improved its Urban Schools" (Donald R. McAdams) identifies the key factor in the improvement of Houston's schools (the business and civic leadership of Houston and activist parents who made school improvement a priority, actively involved themselves, and worked closely with the board and district year after year). "Did You Know?" (Anne Rogers Poliakoff and M. Rene Islas) presents data on how the U.S. high school completion rate has remained constant, why lower graduation rates were reported by a private study, and declining science scores for 12th graders. (SM)

ED 460 240 UD 034 700

A Guide to Effective Statewide Laws/Policies: Preventing Discrimination against LGBT Students in K-12 Schools.
PUB DATE- 01
NOTE- 37p.; Supported by the Richard Nathan Anti-Homophobia Trusts.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bisexuality; Civil Rights; Educational Legislation; Elementary Secondary Education; *Homophobia; Homosexuality; School Safety; Sexual Orientation; *Social Discrimination; *State Legislation; Violence
IDENTIFIERS- *State Policy

This document presents guidance for stopping discrimination, harassment, and violence against lesbian, gay, bisexual, and transgender (LGBT) students in schools. Section 1, "Lambda Legal Defense and Education Fund on the Legal Considerations for Creating and Changing Statewide Laws and Policies," discusses the various types of statewide laws and policies (civil rights statutes, education statutes, and education regulations or policies); implementation and enforcement of the varying types of statewide laws and policies; and arguments made against the promotion of laws to protect LGBT students (e.g., prohibiting discrimination on the basis of specified factors is wrong because it provides special rights). Section 2, "GLSEN on the Political Considerations for Creating and

Muir, Adrienne
Legal Deposit of Digital Publications: A Review of Research and Development Activity.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Funded by the Loughborough University Faculty Studentship scheme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; *Depository Libraries; *Electronic Libraries; Information Policy; Preservation; Publications; Research and Development
IDENTIFIERS- *Digital Preservation; Digital Technology

There is a global trend towards extending legal deposit to include digital publications in order to maintain comprehensive national archives. However, including digital publications in legal deposit regulation is not enough to ensure the long-term preservation of these publications. Concepts, principles and practices accepted and understood in the print environment, may have new meanings or no longer be appropriate in a networked environment. Mechanisms for identifying, selecting and depositing digital material either do not exist, or are inappropriate, for some kinds of digital publication. Work on developing digital preservation strategies is at an early stage. National and other deposit libraries are at the forefront of research and development in this area, often working in partnership with other libraries, publishers and technology vendors. Most work is of a technical nature. There is some work on developing policies and strategies for managing digital resources. However, not all management issues or users' needs are being addressed. This review of research and development work focuses on activities specifically related to digital legal deposit. It also touches on more generic work that is especially relevant. The review starts with a discussion of the issues identified through research to provide some background and context for the reset of the review. Research activities are grouped into categories for discussion. These categories are: building the infrastructure, pilot projects and digital preservation. The issues that are not currently being addressed are identified and conclusions are drawn. (Contains 51 references.) (AEF)

ED 459 826 IR 058 362

Blandford, Ann; Stelmaszewska, Hanna; Bryan-Kinns, Nick
Use of Multiple Digital Libraries: A Case Study.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Supported by Engineering and Physical Sciences Research Council (EPSRC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer System Design; *Electronic Libraries; Information Retrieval; Information Seeking; Interaction; Man Machine Systems; Online Systems; User Needs (Information); *Users (Information)

Such a system seems to provide all the benefits of the current peer review system, while at the same time being much more flexible. The researchers have implemented a number of parameterized variations of this algorithm, and tested them on data available from a quite different application. Initial experiments suggest that the algorithm is in fact ranking reviewers reasonably. (Contains 19 references.) (Author/AEF)

ED 459 845 IR 058 381

Marisa, Richard J.
HeinOnline: An Online Archive of Law Journals.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; *Computer System Design; Electronic Journals; Information Services; Information Sources; Law Libraries; *Online Systems; Scholarly Journals
IDENTIFIERS- *Legal Reference Materials; *Legal Research

Law is grounded in the past, in the decisions and reasoning of generations of lawyers, judges, juries, and professors. Ready access to this history is vital to solid legal research, and yet, until 2000, much of it was buried in vast collections of aging paper journals. HeinOnline is a new online archive of law journals. Development of HeinOnline began in late 1997 through the cooperation of Cornell Information Technologies, William S. Hein & Co., Inc. of Buffalo, New York, and the Cornell Law Library. Built upon the familiar Dienst and new Open Archive Initiative protocols, HeinOnline extends the reliable and well-established management practices of open access archives like NCSTRL and CoRR to a subscription-based collection. The decisions made in creating HeinOnline, Dienst architectural extensions, and issues that have arisen during operation of HeinOnline are described in this paper. The paper discusses Dienst, a framework for implementing digital library systems; the HeinOnline design; creating a working library; production experience; and future plans. (Author/AEF)

ED 459 846 IR 058 382

Druin, Allison; Bederson, Benjamin B.; Hourcade, Juan Pablo; Sherman, Lisa; Revelle, Glenda; Platner, Michele; Weng, Stacy
Designing a Digital Library for Young Children: An Intergenerational Partnership.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 9p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Also supported by Discovery Channel, Patuxet Wild Life Refuge, and Baltimore Learning Community Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Computer Graphics; *Computer Interfaces; Computer System Design; Design Requirements; *Electronic

(Contains 10 references and 9 tables.) (Author/MES)

ED 459 866 JC 020 054

Guide to Prior Learning Assessment and Recognition at SIAST.
PUB DATE- 00
NOTE- 24p.; Prepared by SIAST Prior Learning Assessment and Recognition Committee. Appendices B and C are not available from ERIC. For full text: http://www.siast.sik.ca/departments/prd/docs/0001.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Assessment; *College Credits; Community Colleges; Educational Assessment; *Employment Experience; *Evaluation Methods; Informal Education; Nontraditional Education; *Prior Learning; Two Year Colleges
IDENTIFIERS- *Prior Learning Assessment; Saskatchewan; *Saskatchewan Institute of Applied Sci and Techn

This guide describes the Saskatchewan Institute of Applied Science and Technology's (SIAST's) (Canada) Prior Learning Assessment and Recognition (PLAR) program. PLAR is an evaluation through a valid and reliable process of the knowledge and skills a student has learned through previous education, training, or experience, to determine the equivalency for credit to a SIAST course. PLAR contributes to the efficiency of the educational system through efforts to eliminate redundant training for individuals who have developed skill and knowledge elsewhere. The SIAST Prior Learning Assessment Committee monitors, reviews, and revises SIAST-wide PLAR policies with a goal to: (1) make SIAST more accessible to adult learners; (2) facilitate the development of learners' educational goals and plans; and (3) increase efficiency through the reduction of redundant education or training. Applicants for PLAR credit must complete an application, pay application and tuition fees, develop an action plan, compile and document evidence of prior learning, complete a self-audit, and meet with an advisor before an assessor evaluates the applicant's challenge. The evaluator is usually the instructor for the course for which credit is sought. This evaluator, along with a program advisor, a PLAR committee member, and the student, decides the appropriate level of structure for the challenge, and selects the evaluation method. (NB)

ED 459 867 JC 020 058

Strickland, Susanne Fischer
Office of Institutional Research Research Brief, 2000-2001.
PUB DATE- 01
NOTE- 12p.; St. Petersburg Junior College became St. Petersburg College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *Budgeting; Budgets; College Faculty; *College Outcomes Assessment; Community Colleges; Degrees (Academic); Educational Finance; Enrollment; *Financial Support; Full State Funding; Graduate Study; Graduates; Learning Readiness; School Readiness; *Teacher Salaries; Two Year Colleges

Development; Program Implementation; Remedial Instruction; *Student Attitudes; *Student Educational Objectives; *Student Needs; Teacher Student Relationship; *Two Year College Students; Two Year Colleges

This document is a qualitative study on the literacy enhancement of community college students and the role that community colleges served in assisting this enhancement. Data collection was done through ethnographic interviews of seven community college students in order to determine what factors put these individuals on a literacy path initially and what factors worked to keep them there, in spite of obstacles. The findings indicated that intrinsic and extrinsic motivators were present for all participants. The improvement of communication and access were predominant responses. Meeting employment credentials and the internal desire for personal knowledge and learning were also stated as factors from the students. The study provides implications to community faculty and literacy workers on ways to enhance the literacy of students or literacy program participants. The use of real-life, practical examples and strategies is suggested. The document also states that instruction should address and be relevant to the individualized needs of the students. The document contains demographics on community colleges and community college literacy programs. It also includes three appendices with the interview topics, sample responses, and variable coding. (Contains 47 references.) (MKF)

ED 459 887 JC 020 085

Smartt-Gaither, Joann
Converting a Community College to an Emphasis on Transfer: A Study of Assessment and Documentation.
PUB DATE- 99
NOTE- 287p.; Doctoral Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; College Role; College Transfer Students; Community Colleges; Organizational Change; *Organizational Objectives; *Outcomes of Education; Program Implementation; *Student Attitudes; *Teacher Attitudes; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Cerritos College CA

This is a study of the views of Cerritos College (California) administrators, staff, and students about the college, its mission, and goal attainment. The study charts the influences of a large scale mission-defining, image-enhancing campaign launched by the administration to place emphasis on the college's transfer mission. The President's Emphasis on Transfer (PET) Project is a longitudinal attempt by the college to provide opportunities for students to link with baccalaureate degree-granting colleges and universities. The study's goal was to document the programs, initiatives, and directives of the PET Project and the potential initial impact they had on constituent perceptions of the transfer mission of the institution. A major finding revealed that students and staff alike enjoy the working relationship they have within the college and possess a positive image of the college as supportive, innovative, and effective. However, the constituents were divided in terms of academic emphasis and student potential for goal achievement. With minimal involvement in collegiate activities, students still shared a belief that the college had their best interests at heart. They

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Caregiver Role; *Child Caregivers; Classroom Environment; *Day Care; *Early Experience; Family Day Care; Infant Care; *Infants; Preschool Education; *Toddlers; Workshops
IDENTIFIERS- Brain Development; *Caregiver Training

Emphasizing brain research, this guide is designed to help trainers teach caregivers to provide responsive care to infants/toddlers and to understand why responsive care is important. The training is targeted for anyone in a caregiving role, especially child care providers and home care providers. The guide is organized in three sections. Section 1 contains an overview of the training and guidelines for five lessons, designed to be presented in 1 or 2 days: (1) "Training Welcome and Overview" introduces the caregiver's role in providing important influences for brain development; (2) "What Is Responsive Care, and Why Should I Provide It?" focuses on critical windows for social attachments, responsive care, planned times and daily routines, the importance of assigning a primary caregiver for each child, hurdles and helps in providing responsive care, and highlights of brain development; (3) "How Can I Provide Responsive Care?" covers individual needs, scheduling, and applying responsive care to on-the-job situations; (4) "Does Our Caregiving Environment Promote Responsive Care?" focuses on the effect of the environment on children, and assessing the caregiving environment; and (5) "Training Conclusion" includes an activity to examine ways to take what was learned back to the job. The section overview includes information on trainer requirements, general materials needed, specific training tips, and making adjustments. Each lesson delineates steps for preparation and materials specific to the lesson, and includes a lesson overview as well as the entire script for the lesson. Section 2 contains participant materials, including resources and handouts. Section 3 contains transparencies for use in the training. (Contains 11 references.) (KB)

ED 459 908 PS 029 787

Bingham, B. Yvonne
Social Development of the Young Child: Why Can't Johnny Share?
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Responsibility; Childhood Needs; Classroom Environment; Early Intervention; *Interpersonal Competence; Moral Development; Preschool Curriculum; Preschool Education; Prosocial Behavior; *Social Development; Teacher Role; *Young Children
IDENTIFIERS- Caring; Respect; Risk Factors

There is growing concern that early childhood educators are not giving adequate attention to promoting their students' social development. This paper discusses the social developmental needs of young children, the importance of early intervention, and possible ways that early childhood educators can nurture healthy social skills through the school environment. The paper identifies childhood risk factors for social difficulties, including exposure to media violence and sex, negative role models, and fluctuating family environments. In addition, the

states and outlines how child advocates propose to address them in 2002. The introduction details emerging trends influencing child advocacy and discusses overarching issues affecting children. The bulk of the report is comprised of profiles for 49 states (all except Alaska) and the District of Columbia. Each profile lists member organizations for the state, provides key statistics, lists top issues affecting children and families, and identifies the top child advocacy priorities for 2002. The findings revealed that while there are some common issues, such as ensuring that all children have access to affordable quality health care, the strategies necessary for reaching that goal vary considerably. Differing demographic, political, economic, historic, and social circumstances in each state create unique environments requiring individualized responses. The report concludes by noting that there may be consensus about children's most fundamental needs, but setting priorities and choosing strategies to improve child well-being are processes that differ significantly nationwide, with every state and city creating a unique environment for advocacy and change. The report's seven appendices include a description of the study methodology and the statistical analyses used, a glossary of key terms, and a list of NACA members. (KB)

ED 459 928 PS 030 008

It Doesn't Take a Rocket Scientist. It Just Takes You! Kansas Children's Report Card, 2001.
PUB DATE- 01
NOTE- 14p.; Funded by Kansas Health Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Day Care; Drinking; Drug Use; Early Parenthood; Elementary Secondary Education; High School Graduates; Immunization Programs; Infant Mortality; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; Violence; *Well Being
IDENTIFIERS- Availability (Programs and Services); Child Mortality; *Indicators; *Kansas

This document uses a school report card format to present information on the current well-being of Kansas' children. "Grades" are based on 17 indicators of well-being in five areas: (1) safety and security (violent crime, child abuse and neglect, and childhood poverty); (2) health (early prenatal care, low birthweight, infant mortality, and immunizations); (3) education (high school completion, achievement scores, and school readiness); (4) teen years (teen birth rate, substance abuse, and teen violent death); and (5) child care (quality, cost to parents, capacity, and resource and referral). Findings indicate that the rates of violent crimes and teen homicide continue to improve. The rate of substantiated child abuse and neglect worsened. Childhood poverty as indicated by free school meal data has stabilized over the last 3 years. The percentage of live births for which the mother had early prenatal care improved each year for the past 3. There was a slight decrease in low birthweight newborns and a notable decline in infant mortality. Kansas continued to improve the rate at which children are fully immunized by age 2. The state's high school graduation rate far exceeds the national average, and achievement scores are stable. The teen birth rate dropped from 1999 to 2000. With only one exception for marijuana, there were declines in eighth and twelfth graders' substance usage. Child state, and national officials will be defined. Students will be able to locate, access, and organize information from several points of view and practice civic discussions. They will also explore ways that language, art, music, and other cultural elements lead to global understanding. (KB)

ED 459 945 PS 030 033

Grade Four Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 18p.; For Grade One through Grade Six curriculum standards, see PS 030 030-035. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; *Grade 4; Intermediate Grades; Language Arts; Mathematics; *Parent Materials; Reading; School Activities; Sciences; Social Studies
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Four curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards enable students to differentiate fact from opinion and form generalizations. Students can choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, including books, magazines, newspapers, and the visual media across the curriculum. Students will use note-taking strategies and will be able to formulate hypotheses. They will receive and respond appropriately to a range of complex instruction. Mathematics standards emphasize involving students in estimating addition and subtraction problems with 4-digit numbers, conceptualizing whole-number multiplication as a rectangle, and using equivalent ways to name fractions. Students will use counting, grouping, and displaying to compare data, compare the area of shapes with the same perimeter, and use special geometric terms to communicate clearly about shapes. The science standards stress the importance of using information, analyzing data, and validating experimental results. Relationships are investigated in interactions among the earth and its oceans and the earth and its atmosphere. Students will be introduced to basic principles of electrical energy and to the concept of current. The social studies standards require students to explore regions of the United States and the world. Historical, economic, and geographical concepts expand discussions on national topics, global issues, supply and demand, and the role of technology and geographic patterns. (KB)

ED 459 946 PS 030 034

Grade Five Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 18p.; For Grade One through Grade Six curriculum standards, see PS 030 030-035. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Texas. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Texas and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Texas are then compared to those nationwide. Findings of this report reveal that half of children under age 5 and almost two-thirds of mothers with school-aged children are employed. Eighty percent of children under age 5 with employed mothers are in some form of nonparental child care, with more than 40 percent in full-time care. More than 20 percent of 6- to 9-year-olds with employed mothers are in before- and after-school programs, compared with fewer than 10 percent of 10- to 12-year-olds. Self-care increases as children get older. Of families who pay for care, low-income families spend almost three times more on child care as a percentage of their earnings than do higher-income families. (KB)

ED 459 960   PS 030 058

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Washington. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 01
NOTE- 30p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Washington

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Washington. Key components of the project include

Studies in Education.
PUB DATE- 99
NOTE- 293p.; Chapters by Ladson-Billings, Pizarro, Hermes, Hidalgo, and Gonzalez first appeared in the "International Journal of Qualitative Studies in Education," vol. 11, no. 1 (1998). Published by Westview Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indian Education; Court Litigation; Critical Theory; *Educational Discrimination; *Educational Research; Elementary Secondary Education; *Equal Education; Higher Education; Mexican American Education; Minority Groups; Politics of Education; Qualitative Research; Racial Segregation; *Research Methodology; Social Science Research
IDENTIFIERS- *Critical Race Theory

Critical race theory offers a way to understand how ostensibly race-neutral structures in education--knowledge, merit, objectivity, and "good education"--in fact help form and police the boundaries of white supremacy and racism. Critical race theory can be used to deconstruct the meaning of "educational achievement," to recognize that the classroom is a central site for the construction of social and racial power. It can also be used to provide the theoretical justification for oppositional "counterstories" that challenge educational assumptions from an outsider's perspective. The educational studies in this book integrate counter-storytelling with qualitative research to open new areas of inquiry. Following "Introduction to Critical Race Theory in Educational Research and Praxis" (Daria Roithmayr), the chapters are: (1) "Just What Is Critical Race Theory and What's It Doing in a 'Nice' Field Like Education?" (Gloria Ladson-Billings); (2) "Critical Race Theory and Praxis: "Chicano(a)/Latino(a) and Navajo Struggles for Dignity, Educational Equity, and Social Justice" (Sofia Villenas, Donna Deyhle, Laurence Parker); (3) "'Adelante!': Toward Social Justice and Empowerment in Chicana/o Communities and Chicana/o Studies" (Marc Pizarro); (4) "Research Methods as a Situated Response: Toward a First Nations' Methodology" (Mary Hermes); (5) "Toward a Definition of a Latino Family Research Paradigm" (Nitza M. Hidalgo); (6) "Formations of 'Mexicana'ness: 'Trenzas de identidades multiples' (Growing up Mexicana: Braids of Multiple Identities)" (Francisca E. Gonzalez); (7) "Race, Class, Gender, and Classroom Discourse" (Marlia Banning); (8) "Critical Race Theory and Interest Convergence in the Desegregation of Higher Education" (Edward Taylor); (9) "Negotiating Borders of Consciousness in the Pursuit of Education: Identity Politics and Gender of Second-Generation Korean American Women" (Lena Domyung Choe); (10) "Separate and Still Unequal: Legal Challenges to School Tracking and Ability Grouping in America's Public Schools" (Paul E. Green); and (11) "Conclusion" (William F. Tate, IV). (Contains references in each chapter and an index.) (SV)

ED 459 978　　RC 023 331

Buffalohead, Priscilla; Sterner, Michele
Indian Education: An Intergenerational Approach.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Community Involvement;

Secondary Education; Teacher Attitudes; Technology; Vocational Education
IDENTIFIERS- North Carolina; Virginia

The purpose of this research study was to identify the potential barriers and benefits of instructional technology infusion in North Carolina and Virginia secondary agricultural education curricula. Focus is placed on determining the future role that instructional technology will play in secondary agricultural curricula and determining the potential barriers to the implementation of instructional technology. The study also tries to determine the demographic and program variables of North Carolina and Virginia agricultural education programs. (Contains 12 references and 3 tables.) (DDR)

ED 459 997 SE 065 453

Hill, Susan T.
Science and Engineering Doctorate Awards: 2000. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 103p.; For 1999 data, see ED 451 054.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Citizenship; *Doctoral Degrees; *Engineering; Ethnicity; Females; *Graduate Surveys; Higher Education; *Sciences; Sex Differences
IDENTIFIERS- *Women in Science

This report presents detailed statistical trends in doctorate rewards by science and engineering (S&E). The data were collected by the Survey of Earned Doctorates (SED) and identify field and recipient characteristics, institutions awarding doctorates, and post graduation plans of recipients. Tables include: (1) S&E doctorates awarded by field of study and year of doctorate; (2) S&E doctorates awarded to women by field of study and year of doctorate; (3) S&E doctorates awarded by citizenship status, sex, racial/ethnic group, and major field of study of recipients; (4) S&E doctorates awarded by major field and citizenship status of recipients; (5) percentage distribution of science and engineering doctorates awarded by major field and citizenship status of recipients; (6) non-U.S. citizens awarded doctorates in science and engineering by country of citizenship, visa type, and year of doctorate; (7) institutions conferring S&E doctorates by state, institution, and major field; (8) postgraduation plans of S&E doctorate recipients by citizenship status and major field; (9) percentage distribution of definite postgraduation plans of S&E doctorate recipients by citizenship status and major field; (10) postgraduation plans of S&E doctorate recipients (U.S. citizens and non-U.S. citizens with permanent visas) by sex and major field; and (11) percentage distribution of definite postgraduation plans of S&E doctorate recipients (U.S. citizens and non-U.S. citizens with permanent visas) by sex and major field. (YDS)

ED 459 998 SE 065 454

Schneider, Rebecca L.; Krasny, Marianne E.; Morreale, Stephen J.
Hands-On Herpetology: Exploring Ecology and Conservation.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, DC.
PUB DATE- 01
NOTE- 149p.; Illustrated by Tami Tolpa.
LANGUAGE- English

video segment showed the student teachers identified a need for knowledge in the form of a direct question, or two types of inquiring statements. Most often, they attempted to answer the science question among themselves. The science mentor, World Wide Web, and facilitator were also helpful in building new knowledge. Student teachers made few reflective remarks during problem solving. They engaged in extended scientific reasoning during the video segment, constructed concepts related to charge imbalances, and generated difficult questions, according to science experts. Changes in the role of the participants, facilitator, and other resources are recommended. Coded transcript, transcript conventions, excerpt from final paper, and page of interactions with mentOr are appended. (Contains 44 references.) (Author/DDR)

ED 460 022 SE 065 657

Bevin, Roy Q.; Raudebaugh, Robert A.
Fender Bender Physics.
SPONS. AGENCY- National Highway Traffic Safety Administration (DOT), Washington, DC.
PUB DATE- 01
NOTE- 197p.; Grades 5-8.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Design; Educational Technology; *Integrated Curriculum; Middle Schools; *Physics; Safety; *Science Activities; Science Curriculum; Science Instruction; Science Process Skills

This book is based on an integrated approach to science and technology and targets middle schools students. Each unit includes a teacher's guide and eight science activities. Units include: (1) "The Mousetrap Car"; (2) "The CO2 Car"; and (3) "The Space Frame Vehicle". Supplemental materials consist of seven readings including: (1) "Brainstorming"; (2) "The Design Process"; (3) "Mind Mapping"; (4) "Motion and Force"; (5) "Student Safety Guide"; (6) "Work as Mechanical Energy"; and (7) "The Manufacturing Process". These units can be used individually or as enrichment activities. The activities presented in this book meet the National Science Education Standards for science and technology. (YDS)

ED 460 023 SE 065 660

Binns, Stephen
What To Make of Mars. Smithsonian in Your Classroom.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 17p.; For grades 3-8. Published quarterly. Also sponsored by the Pacific Life Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Interdisciplinary Approach; Science Activities; Science History; Science Instruction; *Space Sciences
IDENTIFIERS- *Mars (Planet)

Mars has been a popular image with students, particularly because of the idea of Martians. This document presents lesson ideas and provides support for teachers on information concerning Mars. (YDS)

Studies Test?"; "What are the questions like on the ESPA?"; "What should I expect when I take the ESPA Social Studies Test?"; and "What else should I know about taking the ESPA?" Sample questions are included. (Includes the Parent Information section in Spanish.) (BT)

ED 460 044 SO 033 462

Boufoy-Bastick, Beatrice
Introduction to Culturo-Metrics: Measuring the Cultural Identity of Children and Teachers.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the European Conference for Research on Learning and Instruction (9th, Fribourg, Switzerland, August 28-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Influences; Developing Nations; Diversity (Student); Elementary Secondary Education; Ethnography; Foreign Countries; *Student Behavior; *Teacher Behavior
IDENTIFIERS- Fiji; Fijians

The attainment of a cultural identity is a major challenge of social development for many children from minority groups in today's fast-changing multicultural societies. Culturo-metrics is a new area of research that teachers and researchers can use to measure cultural identity and to explore culturally preferred behaviors of children and teachers in multicultural classrooms. Multiculturalism has made ethnicity, as a nominal category, an unreliable indicator of cultural identity and culturally determined behaviors. This is because ethnic groups within multicultural societies influence each other's identities and culturally determined behaviors. This finding has emerged from a 4-year comparative ethnographic study of English teaching practices between Fiji's two main ethnic groups, the indigenous Fijians and the Indo-Fijians. For example, children and teachers in one cultural group borrow more effective behaviors from other cultural groups. One's cultural identity then becomes a composite identity evidencing the cultural influences from society's other cultural groups. This composite cultural identity is measured by the more sensitive Cultural Index (CI). The CI was first used to determine composite cultural identities of English teachers in Fiji and to assess the degree of cultural borrowing between native Fijian teachers and Indo-Fijian teachers to explain and predict their culturally defined teaching behaviors. (Author)

ED 460 045 SO 033 463

Boufoy-Bastick, Beatrice
Constructing and De-Constructing Cultural Values: An Explanatory Model of Teaching Behaviours.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the European Conference for Research on Learning and Instruction (9th, Fribourg, Switzerland, August 28-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 01
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Democracy; Elementary Secondary Education; Foreign Countries; Program Descriptions; *Social Studies; *Teacher Education
IDENTIFIERS- Australia; Russia

This collection of essays was derived from a meeting sponsored by the Center for Civic Education (California) and conducted by the Social Studies Development Center (Indiana). The meeting's central theme was education for democratic citizenship of prospective social studies teachers. Following an introduction, essays in the collection are: (1) "Why Should Civic Learning Be at the Core of Social Studies Teacher Education in the United States?" (R. F. Butts); (2) "Content at the Core of Education for Citizenship in a Democracy" (M. S. Branson); (3) "Components of Education for Democratic Citizenship in the Preparation of Social Studies Teachers" (J. J. Patrick and T. S. Vontz); (4) "Beyond the Methods Course: Civics as the Program Core in Elementary Teacher Education" (T. C. Mason and D. Y. Silva); (5) "Teaching to Public Controversy in a Democracy" (D. Hess); (6) "Teaching Teachers To Lead Discussions: Democratic Education in Content and Method" (W. C. Parker); (7) "Civic Intelligence and Liberal Intelligence in the History Education of Social Studies Teachers and Students" (L. R. Nelson and F. D. Drake); (8) "Using 'We the People...' Programs in Social Studies Teacher Education" (N. Haas); (9) "Democratic Teacher Education through Multicultural Service Learning" (M. Boyle-Baise); (10) "Education for Citizenship in a Democracy through Teacher Education: Examples from Australia" (M. Print); (11) "Education for Citizenship in a Democracy through Teacher Education: The Case of an American-Russian Partnership" (S. L. Schechter and C. S. White); and "Conclusion: Recommendations and Reactions." Appended are: "Civic Education: A Time of Challenge and Hope" (B. E. McClellan) and "Civic Education in Untroubled Times" (D. Warren). (BT)

ED 460 065 SO 033 524

Previte, Mark A., Ed.; Sheehan, James J., Ed.
The NCSS Presidential Addresses, 1936-1969: Perspectives on the Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; Higher Education; *Social Studies; *Speeches
IDENTIFIERS- *National Council for the Social Studies

This collection of the National Council for the Social Studies (NCSS) presidential addresses seeks to provide a valuable window to the history of NCSS and the field of social studies. Following the "Introduction" (James J. Sheehan), addresses empirical research and consensus of professional opinion in teaching, learning, and leadership; (4) encourages educators to develop various classroom- based assessment skills; (5) provides for integrating new learning into the curriculum and classroom; (6) is based on knowledge of adult learning and development; (7) is periodically assessed to show its impact on teaching and/or learning; (8) results from coherent strategic planning that is supported by the district's governing body and all levels of the school system; (9) develops a school culture that fosters continuous improvement and challenges traditional roles and relationships among educators; (10) is supported by intellectual and financial commitment which enables the achievement of professional development plans; (11) is supported by sufficient time during working hours to encourage collegial consultation and learning and support professional development; and (12) empowers educators to work effectively with parent and community partners. These rules affect all active teaching staff members employed as of September 2000 whose positions require possession of the instructional or educational services licensed in accordance with N.J.A.C. 6:11-6.10 and 11. (SM)

ED 460 083 SP 040 421

Way, Cynthia, Ed.
Teacher Development: A Strategy for School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Contributors to this issue were: Jennifer Borman, E. Don Bouchard, Stephanie Feger, Eileen Ferrance, Bob Greenleaf, Charlene Heintz, Aaron Listhaus, Mignonne Pollard, and Sara Smith.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Alternative Teacher Certification; Beginning Teacher Induction; Computer Uses in Education; Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Inquiry; Mentors; National Standards; Teacher Collaboration; *Teacher Competencies; Teacher Improvement; Teacher Persistence; Teacher Recruitment; Teaching Conditions; World Wide Web
IDENTIFIERS- Collaborative Research; Learning Communities; National Staff Development Council; Virtual Communities

This publication presents several articles on teacher development and improvement: "Teacher Development: A Strategy for School Improvement" (barriers to and features of effective teacher development); "Help Wanted: Recruiting and Keeping Quality Teachers" (teacher incentives, beginning teacher induction, teaching conditions, and teacher satisfaction); "What Makes a Good Mentor?" (e.g., being a role model, having interpersonal skills, and being a good listener); "Changing Practice with Collaborative Inquiry" (conducting school-based action research); "Virtual Communities of Learners" (participating in online forums and group listservs in order to share and network with other teachers); "Alternative Routes to Certification" (such programs are making a significant impact on the nation's need for qualified teachers); "Finding What Works in Teaching and Learning" (National Staff Development Council standards for staff development); "Classroom Teachers in Conversation" (the importance of providing teachers time to talk and share); and "Research Review: What is a Teacher Community?" (what makes a teacher community different from a gathering of teachers).

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Instructional Leadership; Leadership Training; Participative Decision Making; School Culture; *Teacher Collaboration; Teacher Role
IDENTIFIERS- Teacher Leaders; *Teacher Leadership; Teacher Networks; Teacher of the Year

This report presents information from a study of teachers of the year regarding their personal experiences with teacher leadership. It highlights: reasons to promote leadership (e.g., teachers have the most expertise and knowledge of how to improve education for students and can form a critical mass with their peers for positive or negative change within the school); how to recognize teacher leadership (e.g., teachers maintain a constant focus on student learning, lead change, work closely with legislators and policymakers, and provide professional development for other teachers); and what a school would look like with a critical mass of teacher leaders (the school culture would be supportive of teacher leadership within professional learning communities, curriculum and professional development would emphasize improved student learning, shared decision making would be the norm, students would become empowered in their own education, and successful strategies to promote teacher leadership would exist, including networking, leadership development, and time and resources for engaging in learning and leading with colleagues). The report discusses who is responsible for promoting teacher leadership, focusing on the role of university preservice teacher education programs, school principals, school districts, policymakers, and teachers. (Contains 11 references.) (SM)

ED 460 103 SP 040 449

Promoting Lifelong Healthy Eating: An Overview. CDC's Guidelines for School Health Programs.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; *Comprehensive School Health Education; *Eating Habits; Elementary Secondary Education; *Health Promotion; *Nutrition

This publication describes the importance of promoting healthy eating habits among school-age children, discussing the benefits of healthy eating (e.g., prevents child and adolescent health problems and health problems later in life) and noting the consequences of unhealthy eating (e.g., hungry childen are more likely to have behavioral, emotional, and academic problems at school, and not having breakfast can affect intellectual performance). Research shows that most young people eat too much fat, only one in five eats the recommended daily five servings of fruits and vegetables, the average calcium intake of adolescent girls is insufficient, and one in five adolescents regularly skips breakfast. Schools are ideally suited to give students the skills and support they need to adopt healthy eating behaviors for life. Seven recommendations suspected of PTSD by discouraging reliance on avoidance, talking about feelings, encouraging return to normal activities, and seeking professional help. (17 additional resources are listed.) (SM)

ED 460 123 SP 040 502

Hiatt-Michael, Diana
Preparing Teachers To Work with Parents. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Preservice Teacher Education; *Teacher Competencies
IDENTIFIERS- ERIC Digests *

Though the benefits of working with families are documented, teacher education programs and school districts offer limited educational opportunities to new teachers. Until recently, most state certification departments did not require courses on family involvement in preservice education. During the late 1990s, the number of states requiring that teachers possess knowledge and skills related to parent and community involvement increased significantly. A recent survey of 96 teacher education programs found that 22 offered courses on parent involvement (developed for special education or early childhood teachers), though they were not required. Most programs interwove parent involvement issues into existing courses. Other studies show that early childhood and special education receive disproportionate amounts of parent involvement attention within university preparation and in school practice. Teachers consider working with parents important to children's positive school outcomes. If teachers do not receive such training during preservice education, opportunities to acquire it within the schools are limited. Three national hubs are the most promising sources for information, training, and support to new teachers, connecting schools, districts, and states into networks of sharing, development, and assessment. Legislation is needed that supports teacher education in meeting necessary requirements to work effectively with families across all 50 states. (SM)

ED 460 124 SP 040 503

Earley, Penelope M.
Title II Requirements for Schools, Colleges, and Departments of Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

improvement process. It shares various observations and suggests some guidelines relative to the strategic implementation of a curriculum mapping plan within the framework of the school improvement process. Particular areas of concern include: (1) districtwide efforts to account for site-based flexibility; (2) development of a unified computer curriculum mapping database; (3) guidelines for securing staff adoption of a curriculum mapping proposal; and (4) long-term planning aimed at increasing staff interest and commitment. (Author/SLD)

ED 460 142 TM 033 616

Byer, John L.
The Effects of College Students' Perceptions of Teaching and Learning on Academic Self-Efficacy and Course Evaluations.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Correlation; *Course Evaluation; *Educational Environment; Higher Education; Learning; Questionnaires; *Self Efficacy; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Academic Self Concept

Using a short form of the Student Assessment of Teaching and Learning (C. Ellett, J. Ruggutt, and D. Davis, 1999) and the Personal Learning Efficacy Measure (C. Ellett, J. Ruggutt, and D. Davis) in addition to a course evaluation form, this study investigated relationships between the college classroom environment variables of involvement, knowledge, professional skills, and higher order thinking skills and the dependent variables of academic self-efficacy and course evaluations. Participants were 102 students enrolled at a southeastern university during the spring 2001 semester. Multiple correlation analyses found that the predictor variables explained 32% of the variance in academic self-efficacy and 45% of the variance in course evaluations. All findings were statistically significant at the rejection criterion of p 0.01. Similar research may facilitate understanding and improvement of college classroom environments. An appendix contains all three study instruments. (Contains 20 references.) (Author/SLD)

ED 460 143 TM 033 617

Wilson, Jeni
Methodological Difficulties of Assessing Metacognition: A New Approach.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Fremantle, Western Australia, Australia, December 2-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Elementary School Students; *Evaluation Methods; Foreign Countries; Intermediate Grades;

licensure are discussed, along with the guidelines that provide a framework for determining the proper use of tests and other selection procedures. Although the testing of teachers for initial licensure has been challenged on legal grounds purporting discrimination, the courts have upheld the practice of professional employment testing when tests are: (1) not used to discriminate; (2) shown to be job related; and (3) indicative of job qualifications and performance. Criterion-related tests that determine a teacher candidate's competency have become respectable tools for educational improvement. It is not easy to be well-informed about current legal practice with regard to professional licensure, but it is important. (Contains 26 references.) (SLD)

ED 460 163 TM 033 638

Petry, John R., Ed.
Proceedings of the Annual Meeting of the Mid-South Educational Research Association Containing the Abstracts of Discussion Sessions, Display Sessions, Symposia, and Training Sessions (30th, Little Rock, Arkansas, November 14-16, 2001).
PUB DATE- 01
NOTE- 108p.; "Lorraine Allen and Elizabeth Welch, Assistant Editors." For the Proceedings of the 28th Annual Meeting, see ED 440 131. For full text: http://www.people.memphis.edu/lallen/MSERAWEB2001/.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Conferences; Educational Assessment; Educational Innovation; *Educational Research; Elementary Secondary Education; Higher Education; *Research Methodology; Research Utilization; *Test Use
IDENTIFIERS- *Mid South Educational Research Association; United States (South Central)

This volume contains abstracts of the approximately 200 discussion papers, symposia, displays, and training sessions of the 2001 annual meeting of the Mid-South Educational Research Association (MSERA). Papers deal with elementary, secondary, and higher education and cover a broad spectrum of educational issues. Although many papers focus on the mid-South, others deal with other parts of the United States. (SLD)

ED 460 164 TM 033 639

Hambrick-Dixon, Priscilla J.
Meeting the Challenges to Urban School Reform: Assessment Portfolios for Teachers' Professional Development.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Change; Elementary Secondary Education; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Standards; State Programs; *Student Evaluation; *Teacher Evaluation; Teachers; Urban Education

In recent years, various state education departments have recommended the use of portfolios, an alternative assessment measure, as a means by which teacher education programs focus, differences by age and race. The study examined 4,715 women who were followed from 1979 to their first birth or to 1998. Data also came from various years of the State Legislative Summary from the National Conference of State Legislatures and the Office of Child Support Enforcement Legislative Tracking System Report from the U.S. Department of Health and Human Services. Data analysis provided evidence that women who lived in states with effective child support enforcement, measured by both strict child support legislation and high child support expenditure, were more likely to have marital births and less likely to have nonmarital births. The findings suggest that the deterrence effect of child support enforcement on men dominated the opposite effect on women. The impact of child support enforcement differed by racial and age groups. For African American women, effective child support enforcement had a strong effect on decreasing nonmarital births, but not for increasing marital births. The impact went the opposite way for white and/or post-teenage women. (Contains 61 references.) (SM)

ED 460 182 UD 034 627

Padron, Yolanda N.; Waxman, Hersh; Brown, Ann P.; Powers, Robert A.
Improving Classroom Instruction and Student Learning for Resilient and Non-Resilient English Language Learners. Research Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Elementary Secondary Education; *English (Second Language); Low Income Groups; Minority Group Children; Reading Skills; *Resilience (Personality); *Second Language Instruction; Self Esteem; Teacher Expectations of Students; Teacher Student Relationship; *Teaching Methods

Researchers studied classroom instruction and student learning among fourth and fifth graders from three schools with large proportions of impoverished students and English Language Learners (ELLs). Teachers selected three resilient students (with high achievement, good attendance, and high motivation) and three non-resilient students. Classroom observations were conducted, and students and teachers completed questionnaires and interviews. Overall, the instructional context or culture permeating most classrooms was the teacher-directed, whole-class model, even though teachers considered it the least effective instructional approach for both groups. There was very little teacher-student interaction. Teachers easily identified behavior patterns that distinguished resilient from non-resilient students (self-esteem, self-motivation, and parent involvement). Resilient students were on-task significantly more often than non-resilient students. They perceived a more positive instructional learning environment, were more satisfied with their curriculum, and had higher reading self-concepts than non-resilient students. Non-resilient ELLs had more difficulty with their classwork than resilient ELLs. The intellectual level of the curriculum was low, and the culture of the classroom focused on getting work done rather than culturally relevant learning. The curriculum emphasized low levels of learning in order to prepare students to answer questions on state-mandated assessment tests. (SM) assessment-compliance process begun under the previous administration has been halted. (SM)

ED 460 201 UD 034 651

Superintendent Tenure. CUBE Survey Report.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Superintendents; *Tenure; *Urban Schools
IDENTIFIERS- Council of Urban Boards of Education

This report presents data from a survey of all 102 Council of Urban Boards of Education (CUBE) member districts and the nation's 50 largest cities that examined the length of service of current superintendents and tenure of their predecessors between 1985 and June 2000. The average tenure for superintendents who had recently left their positions was nearly twice as long as is generally reported by the media. Among 77 CUBE member school districts, the most recent superintendent to complete his/her superintendency served an average of 5 years. For the nation's 50 largest cities, the average tenure dropped to 4.6 years. Survey results indicated that for the immediate past superintendents, the average tenure was 5.2 years in the 50 cities. Among the 77 CUBE districts, the immediate past superintendents served 6.4 years. Results also found that eight CUBE districts reported having more than five superintendents from 1985-00, while 28 CUBE districts reported that every superintendent whose tenure ended in that the 15-year period served at least 5 years, and 20 reported having at least one current or past superintendent who served for 10 or more years. (SM)

ED 460 202 UD 034 652

Powell, Roslyn; Cahill, Mia
Nowhere To Turn: New York City's Failure To Inform Parents on Public Assistance about Their Child Care Rights.
PUB DATE- 00
NOTE- 28p.; For the follow-up report, "Still Nowhere To Turn: New York City's Continuing Failure To Inform Parents about Their Children's Childcare Rights," see UD 034 653. Other collaborators were Cleary, Gottlieb, Steen, & Hamilton and the Welfare Law Center. NOW LDEF funded by the Susan A. and Donald P. Babson, Robert Sterling Clark, Ford, Bernard F. and Alva Gimbel, George Gund, Open Society, and Streisand Foundations, and the Rockefeller Family Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caseworkers; Children; Compliance (Legal); *Day Care; Early Childhood Education; Mothers; *Parent Rights; *Poverty; *Sanctions; *Welfare Recipients; Welfare Services
IDENTIFIERS- Caseworker Client Relationship; *New York (New York); Welfare to Work Programs

This 1999 study assessed whether laws protecting low-income people's rights were being followed and whether people on public assistance were receiving appropriate information about child care. Surveys of 92 parents, predominantly women, indicated that most were concerned about being sanctioned if

IDENTIFIERS- School Influence; *Washington

This report summarizes findings from a statewide analysis of the educational attainment of foster youth in Washington's public school system. It analyzes various factors related to educational success, comparing the outcomes of youth in long-term foster care with the state's school-age population. The report merges data from the child welfare system and the public schools to detail the educational experience of students, including foster youth, from elementary school through high school completion. On average, foster youth score 15 to 20 percentile points below non-foster youth on statewide achievement tests. Only 59 percent of foster youth enrolled in 11th grade complete high school by the end of grade 12. The completion rate for non-foster youth is 86 percent. At both the elementary and secondary levels, twice as many foster youth have repeated a grade, changed schools during the year, or enrolled in special education programs compared with non-foster youth. A youth's length of stay in foster care and other placement characteristics do not appear to relate to educational attainment. Three appendices present regression results for schoolwide assessments, long-term foster youth assessments, and grade 11 high school completion. (SM)

ED 460 221 UD 034 673

Corbett, H. Dickson; Wilson, Bruce L.
Sustaining Reform: Students' Appraisals of the Second Year in Talent Development High Schools in Philadelphia, 2000-2001.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; *Educational Change; *Educational Improvement; High Risk Students; High School Students; High Schools; Hispanic American Students; Poverty; Program Effectiveness; Student Attitudes; *Talent Development; Teacher Expectations of Students; Urban Schools
IDENTIFIERS- African Americans; *Philadelphia School District PA; Reform Efforts; *Talent Education Method

This report summarizes the responses of students in two Philadelphia high schools to the second year of implementation of the Talent Development comprehensive school reform model. Both schools served low-income, predominantly African American and Hispanic American students. The Talent Development model was intended to improve schools facing problems with attendance, discipline, achievement, and dropping out. Its cornerstone was the Ninth Grade Success Academy, which promoted high expectations and extensive academic and social support as central vehicles for encouraging success for all. Interviews with 9th and 10th grade students were compared to interviews with students from a school in the first year of program implementation. Overall, students in both groups had similar attitudes. They were satisfied with the quality of their education and appreciated the support. Students articulated the value of teams as a meaningful organizational unit that connected them to the school via activities and offered more diverse learning activities. Students thought their teachers were doing a good job, that they themselves were making progress toward graduation, that few improvements were needed, and that their academy choice for the next year would help them with future careers. (SM)

Changing Statewide Laws and Policies: What's Right for Your State?," presents guidance on mapping the terrain, law or policy options, and considerations that impact all approaches (e.g., religious and privately run institutions, gender identity, special rights or zero tolerance approaches, the importance of enumeration, and staying alert after the bill/policy passes). Three appendices present state regulations; the National School Climate Survey of the Gay, Lesbian, and Straight Education Network; and selected results from the 1999 CDC/Massachusetts Department of Education Youth Risk Behavior Survey. (SM)

ED 460 241 UD 034 701

Gallagher, Carole J.
Stories from the Strays: What Dropouts Can Teach Us about School.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Dropout Research; *Dropouts; Educational Environment; Emotional Response; Graduation; High Schools; Student Attitudes
IDENTIFIERS- Psychosocial Factors

This study explored the phenomenon of dropping out of high school from the perspective of those who strayed. The voices of four recent dropouts were audiotaped and examined through an interpretive ecological lens designed to explore dropping out within the context of the school community. Informants were asked to describe their school histories, highlighting special grades, events, or teachers; identify factors leading to their decision to withdraw; and discuss present circumstances and future plans. The researcher reviewed cumulative student achievement records to ascertain the official account of each informant's school history. Informants agreed that the traditional school setting itself had become an obstacle and that a change of environment initiated by dropping out positively impacted their emotional wellbeing. Respondents resented being expected to do what everyone else did and wondered if they could have created their own schedule with flexible attendance arrangements for the times when they felt particularly incapacitated. All respondents agreed that a diploma was an important status symbol, but they did not necessarily consider it a prerequisite for a good job or a connected life. Informants' comments highlighted the ways in which school communities were not welcoming of cultural diversity. (Contains 31 references.) (SM)

ED 460 242 UD 034 702

Wenzel, Stacy A.; Smylie, Mark A.; Sebring, Penny Bender; Allensworth, Elaine; Gutierrez, Tania; Hallman, Sara; Luppescu, Stuart; Miller, Shazia Rafiullah
Development of Chicago Annenberg Schools: 1996-1999. Improving Chicago's Schools. Report of the Chicago Annenberg Research Project.
PUB DATE- 01
NOTE- 113p.; Chicago Annenberg Research Project funded by Chicago Annenberg Challenge.
LANGUAGE- English

Digital libraries are moving from research and development into commercial use. If they are to realize their full potential, however, the experiences of end users need to be taken into account from the earliest stages of design. Those end users are typically individuals who have no particular skills in information retrieval, and are accessing library resources from their own desks, without support from a librarian. These factors clearly have implications for design. The aim of the work reported in this paper was to better understand the usability issues raised when digital libraries are used in a natural setting. The method used was a protocol analysis of users working on a task of their own choosing to retrieve documents from publicly available digital libraries. Various classes of usability difficulties were found. This paper focuses on "use in context"--that is, usability concerns that arise from the fact that libraries are accessed in particular ways, under technically and organizationally imposed constraints, and that use of any particular resource is discretionary. The concepts from an Interaction Framework, which provides support for reasoning about patterns of interaction between users and systems, are applied to understand interaction issues. (Contains 17 references.) (Author/AEF)

ED 459 827 IR 058 363

Cunningham, Sally Jo; Knowles, Chris; Reeves, Nina
An Ethnographic Study of Technical Support Workers: Why We Didn't Build a Tech Support Digital Library.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Behavioral Science Research; *Electronic Libraries; Ethnography; Higher Education; Information Retrieval; Search Strategies; Technical Assistance; Use Studies; *User Needs (Information); *Users (Information)

There have been many studies in information science looking at the nature and frequency of information seeking activities by different groups. Instead of looking at groups of potential users who have already been studied in detail, this study identified a specific group who have had little attention paid to their circumstances. This paper describes the results of an ethnographic study of the information behaviors of university technical support workers and their information needs. The study looked at how the group identified, located and used information from a variety of sources to solve problems arising in the course of their work. The results of the investigation are discussed in the context of the feasibility of developing a potential information base that could be used by all members of the group. While a number of their requirements would easily be fulfilled by the use of a digital library, other requirements would not. The paper illustrates the limitations of a digital library with respect to the information behaviors of this group of subjects and focuses on why a digital library would not appear to be the ideal support tool for their work. (Contains 20 references.) (Author/AEF)

ED 459 828 IR 058 364

Libraries; Information Seeking; *Online Searching; *Screen Design (Computers)
IDENTIFIERS- Digital Technology

As more information resources become accessible using computers, the digital interfaces to those resources need to be appropriate for all people. However, when it comes to digital libraries, the interfaces have typically been designed for older children or adults. The researchers have begun to develop a digital library interface that is developmentally appropriate for young children (ages five to ten years old). The prototype system, now called "SearchKids," offers a graphical interface for querying, browsing and reviewing search results. This paper describes the motivation for the research, the design partnership established between children and adults, the design process, the technology outcomes of the authors' current work, and the lessons learned. (Contains 20 references.) (Author/AEF)

ED 459 847 IR 058 383

Theng, Yin Leng; Mohd-Nasir, Norliza; Buchanan, George; Fields, Bob; Thimbleby, Harold; Cassidy, Noel
Dynamic Digital Libraries for Children.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Supported by Engineering and Physical Sciences Research Council (EPSRC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Computer Interfaces; Computer System Design; Design Preferences; Designers; *Electronic Libraries; *Screen Design (Computers); *User Friendly Interface
IDENTIFIERS- *Participatory Design

The design of systems, including digital libraries, is often inspired by what technology makes possible. In user-centered design, design emphasizes users, their tasks and needs. The majority of current digital libraries are not designed for children. For digital libraries to be popular with children, they need to be fun and easy-to-use. This paper shows how observational and participatory work with children (11 to 14 year olds) as users resulted in the design of a digital library with novel-and useful-features. Beyond summarizing the design itself, a main contribution of the paper is making explicit the relationship between design and observational study, in particular, video analysis, that inspired the refinement of the initial design of the dynamic component of a children's digital library. The paper also addresses implementation and security, and discusses directions for future work. (Contains 26 references.) (AEF)

ED 459 848 IR 058 384

Sumner, Tamara; Dawe, Melissa
Looking at Digital Library Usability from a Reuse Perspective.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Also funded by University Corporation for

IDENTIFIERS- *Saint Petersburg Junior College FL

This document contains volume 10 (2000-2001) of St. Petersburg College's (formerly St. Petersburg Junior College) (Florida) Research Brief. Issue 1 addresses performance-based program funding, stating that programs have been established to reward high performing colleges, rather than simply funding according to FTE (full-time equivalent) enrollment. This brief outlines the measures that make up the Performance Based Program Budgeting (PBB). As of 2000, the program is limited to associate degree students, and measures completers, success of graduates, and placements, state university transfers, and partial completers. Issue 2 discusses factors related to high school graduates' readiness to enroll in college-level courses. Issue 3 is an employer survey of 1998-99 St. Petersburg College (SPC) graduates, which reveals that 97% of employers indicated they would hire another SPC graduate, while no employer indicated they would not hire another SPC graduate. Issue 4 is a comparison of faculty adjunct salaries in Florida Community Colleges. This study found that salaries range from a low of $300 per credit hour for an adjunct with an associate's degree, to a high of $642 per credit hour for an adjunct with a doctorate. Finally, Issue 5 compares degrees and certificates with credit FTE earned. Among college-level completions, the associate's degree is awarded most frequently: 58% of degrees awarded at SPJC, and a system total of 67%. (NB)

ED 459 868 JC 020 059

Eickmeyer, Barbara
A Faculty Report on Assessment of General Education at Coconino Community College, 2000-2001.
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; College Role; Community Colleges; *Educational Assessment; Educational Improvement; *General Education; *Outcomes of Education; Program Evaluation; Student Development; Two Year Colleges
IDENTIFIERS- *Coconino Community College AZ

This report details the development of a student outcomes assessment of general education by faculty members at Coconino Community College (CCC) (Arizona). This assessment project consisted of three major components: (1) The General Education Assessment Pilot Project (Faculty members dedicated a semester to measuring student achievement of course outcomes and explored cost-effective and meaningful methods for reporting and documenting student academic achievement--the primary focus was to look for commonality in course-level assessment of student outcomes); (2) Writing Student Outcomes for the General Education Core Curriculum, wherein a group of faculty and administrators worked carefully to link student outcomes to the college mission, purpose statement, and general education values and criteria; and (3) The Teaching and Learning Conference, for which a two-day conference was organized to provide professional development opportunities to faculty and staff. The conference included work sessions focused on assessment techniques and writing outcomes, as well as other training opportunities for improving teaching and learning. Information about these three components of the assessment project, as well as a compilation of the results of four were motivated to further their education, yet faculty members expressed a lack of confidence in the abilities of students to achieve. Contains summary of findings with comments, glossary of pertinent terms, appendix with 46 tables, and 87 references. (MKF)

ED 459 888 JC 020 086

State Plan for Postsecondary Vocational Technical Education. 2001 Report on Progress toward the Statewide Public Policy Initiatives and Goals for Missouri Postsecondary Technical Education.
PUB DATE- 01
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Graduates; *Community Colleges; *Educational Objectives; Financial Support; Institutional Mission; *Labor Force Development; Organizational Development; Organizational Objectives; Salaries; School Holding Power; State Aid; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Missouri

In April 1998, Missouri's Coordinating Board for Higher Education established basic indicators against which outcomes of the state's investments in postsecondary technical education are measured. One year later, the Coordinating Board approved a set of performance measures to be used to guide research on the results of Missouri's postsecondary technical education initiatives. The approved performance measures are designed to help answer the question: "To what extent is the investment of state aid in new and expanded postsecondary technical education programs making a significant difference in the workforce development system in Missouri?" Report highlights include: (1) Since 1996, 100 new targeted certificate and Associate of Applied Science (AAS)/Associate of Science (AS) technical degree programs have been added to the program inventory; (2) In 2000, the number of public high school graduates going to college and enrolling in targeted postsecondary programs totaled 1,157, up 22% since fiscal year (FY) 1996; (3) From FY 1997 (year 1) through FY 2000 (year 4), a cumulative total of 1,448 students graduated from targeted 1- and 2-year technical certificate programs and 3,700 from targeted AAS/AS degree programs; (4) By FY 2000, 12 two- and four-year institutions had working partnerships with 204 different labor union apprenticeship training schools in Missouri. The report finds that the quality of targeted technical programs has improved. (NB)

ED 459 889 JC 020 087

Vorp, Ron
Economic Impact of Miami-Dade Community College.
PUB DATE- 01
NOTE- 12p.; For the 1999 version, see ED 422 997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Benefits; Community Colleges; Costs; Economic Factors; *Economic Impact; Educational Economics; Expenditures; Fees; *Job Development; Out of State Students; *School Community Relationship; *State Aid; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

paper discusses studies providing evidence that early identification, intervention, and prevention, along with caring environments and social skills training, have a positive effect on young children's social development. Specific curricula to promote social development are examined, including the High/Scope and traditional child-centered approach and the promotion of caring classroom communities. (Contains 23 references.) (KB)

ED 459 909 PS 029 968

Early To Rise: Improving the School Readiness of Philadelphia's Young Children. A Report of the Improving School Readiness Project with Executive Summary.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Carnegie Corp. of New York, NY.; William Penn Foundation, Philadelphia, PA.
PUB DATE- 01
NOTE- 94p.; Also produced by the City of Philadelphia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Child Health; Childhood Needs; Community Responsibility; Day Care; Delivery Systems; Early Childhood Education; *Early Intervention; *Educational Planning; Health Services; Learning Readiness; Parent Attitudes; Parent Education; Program Descriptions; *School Readiness; *Young Children
IDENTIFIERS- Day Care Quality; *Pennsylvania (Philadelphia)

Noting that over half of Philadelphia's public school students score in the bottom quarter in standardized mathematics and reading tests, the United Way of Southeastern Pennsylvania, in cooperation with the City of Philadelphia and School District of Philadelphia, conducted a year-long planning process to craft an action plan. The planning process involved original research, community engagement, and extensive information gathering. This report details the resulting action plan and summarizes research commissioned for the project. Part 1, "Why School Readiness Is a Critical Issue," defines school readiness and details an approach to improving school readiness. Part 2, "The Philadelphia Story: An Assessment of Services and Need," identifies areas of success in meeting the needs of young children and their families as well as gaps in providing high quality readiness services. Part 3, "A Vision for Improving School Readiness: Recommendations" details recommendations in five areas: early care and education; health care; public engagement of parents; parent involvement, education, and support; and systems coordination. For each recommendation, possible strategies are delineated, costs are estimated, and community responsibility outlined. Part 4, "Summaries of Research Commissioned for the Project," presents findings of studies of child care quality in Philadelphia, parenting education and support, and a survey of Philadelphia families regarding their use and need for early care and education, health care, and parenting education and support services. Part 5 concludes the report with a series of maps showing the locations of services in various sections of Philadelphia; this part also lists acknowledgements. (Contains 41 endnotes.) (KB)

ED 459 910 PS 029 973

Finney, Kathryn; Wharton, Francyne
Counting on Child Care: Information about Child Care in

care capacity continues to shrink as child care in Kansas becomes more expensive. The overall grade given for the well-being of Kansas' children was C . A description of how the grades are determined is included. (KB)

ED 459 929 PS 030 009

UNICEF Annual Report, 1998.
PUB DATE- 98
NOTE- 68p.; For the 1997 annual report, see ED 417 845.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; Annual Reports; Budgets; Child Advocacy; *Child Health; *Children; *Childrens Rights; Developing Nations; Elementary Secondary Education; *Immunization Programs; Organizations (Groups); Program Descriptions; Public Opinion; Sexuality
IDENTIFIERS- *Coalitions; *UNICEF; United Nations

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities to reach their full potential. This report details the accomplishments and activities of UNICEF for the year 1997. The report begins with introductory remarks from the U.N. Secretary-General. The overview statement from the executive director notes the need to work toward a new global agenda for children in the 21st century while meeting the 2000 goals set at the World Summit for Children. The accomplishments of UNICEF in 1997 are then summarized, focusing on the development of partnerships to meet goals, fulfillment of the World Summit goals, attention devoted to process in achieving goals, broadening of scope of UNICEF activities, and building of a culture of human rights. UNICEF efforts to improve child health and education, reduce maternal mortality, end discrimination against girls and women, end child labor, and protect children from HIV/AIDS are detailed for various regions of the world. The work of UNICEF to use various media to reach children and adolescents is also described. Programs in partnership with others are detailed, including those with nongovernmental organizations in industrialized countries, other nongovernmental service organizations, private sector organizations, the World Bank, and other U.N. agencies and programs. The report outlines UNICEF's resources and management, including income, government contributions, and expenditures. Total UNICEF income is delineated by source of funding for each country or organization. The report concludes with contact information for various UNICEF committees. (KB)

ED 459 930 PS 030 010

UNICEF Annual Report, 1999.
PUB DATE- 99
NOTE- 37p.; For the 1998 annual report, see PS 030 009.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; Annual Reports; Budgets; Child Advocacy; *Child Health; *Children; *Childrens Rights; Developing Nations; Elementary Secondary Education; Foreign Countries; *Immunization Programs; Organizations (Groups); Program Descriptions; Public Opinion

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Computation; Cultural Differences; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; Fractions; Government Role; *Grade 5; Intermediate Grades; Language Arts; Mathematics; *Parent Materials; Reading; School Activities; Sciences; Social Studies; United States History
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Five curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards require students to recognize and respond to different types of literature. Students will understand that a single text may elicit a wide variety of responses. They will interpret figurative language, colorful expressions, and local informal speech. They will learn to adapt language to meet different social and situational needs. Mathematics standards emphasize the use of the base-ten number system to name infinitely large and infinitely small quantities. Students will represent relationships between numbers on a number line including the placement of fractional numbers. Computation strategies include generating multiple solutions for time, money, fractions, and measurement problems. Science skills needed to conduct investigations are reinforced at this level. Students will be introduced to more detailed concepts of sound and light. The cellular makeup of organisms and the distinguishing characteristics of groups of organisms will be emphasized. The social studies standards emphasize the history of the United States from pre-Columbian times until 1877. Students will study important U.S. documents, including treaties, the Constitution, the Bill of Rights, and Civil Rights legislation. The roles of the various branches of government will be defined. Comparisons between the U.S. and host nation countries will provide students with the experience of identifying commonalities and differences among cultures. (KB)

ED 459 947 PS 030 035

Grade Six Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 18p.; For Grade One through Grade Five curriculum standards, see PS 030 030-034. For the Kindergarten Curriculum, see ED 446 822. For the Prekindergarten Curriculum, see ED 446 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Algebra; Curriculum Guides; *Elementary School Curriculum; Elementary School Students; Geography; Geometry; *Grade 6; Intermediate Grades; Language Arts; Mathematics; *Parent Materials; Propaganda; Reading; School Activities; Sciences; Social Studies; Stereotypes
IDENTIFIERS- Department of Defense

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Six curriculum standards in four major a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Washington and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Washington are then compared to those nationwide. Findings of this report reveal that more than half of Washington mothers with children under age 5 and more than 60 percent with school-age children are employed. More than 60 percent of children under age 5 with employed mothers are in some form of nonparental child care, with one-third in full-time care. Slightly fewer than half of 6- to 9-year-olds with employed mothers are in a supervised arrangement, compared with one-third of 10- to 12-year-olds. Self-care increases as children get older. Of families who pay for care, low-income families spend almost three times as much on child care as a percentage of their earnings as do higher-earning families. (KB)

ED 459 961 PS 030 059

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Wisconsin. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 28p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-058.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Wisconsin

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Wisconsin. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care

*Cultural Education; Cultural Maintenance; Elementary Secondary Education; *Extracurricular Activities; Family Programs; Field Trips; Gardening; Handicrafts; *Intergenerational Programs; *Parent Participation; Program Descriptions
IDENTIFIERS- Osseo School District MN; *School Based Enterprises

The Indian Education Program in the Osseo School District (Minnesota) serves approximately 200 American Indian students in grades K-12 from 27 schools and a variety of tribes. The Program's intergenerational approach reflects tribal traditions in that generations learn together and grandparents, parents, and students are involved in the decision-making process. In addition to weekly and monthly culture classes, postsecondary preparation activities, and advocacy, the Program has created a number of family-based after-school, weekend, and summer activities. Traditional tribal seeds are used in a garden managed by parents and students. Another Program feature is a craft business, where Indian elders, and community members, and parents teach students to make traditional Indian crafts items that are sold at vendor booths, pow-wows, and craft fairs. Students have created a Web page and catalogue for the business. Entire families are involved in drum, dance, and language classes taught by Elders and other community members with knowledge and understanding of their tribal culture and heritage. Field trips familiarize students with Indian cultural history and postsecondary education. A parent and student-run newsletter keeps the community informed about Program offerings. The Program's success is based upon several factors that can be duplicated in other programs. Staff, parents, and students agree to work toward common valued goals. Staff are hired who understand how to locate funding, work with Indian community members, and recruit those who have valuable cultural knowledge and skills to share. Program staff members and parents learn how to collaborate with representatives from other community programs with similar goals. The ideas of all participants are valued and put into action. (TD)

ED 459 979 RC 023 333

Gonzalez, Norma
I Am My Language: Discourses of Women & Children in the Borderlands.
SPONS. AGENCY- Arizona Univ., Tucson.
PUB DATE- 01
NOTE- 242p.; Publication made possible by a grant from the Provost's Author Support Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Caregiver Speech; Child Rearing; Discourse Analysis; Ethnicity; Ethnography; Family Environment; *Language Patterns; Language Usage; *Mexican Americans; *Mothers; *Parent Child Relationship; *Socialization; Sociolinguistics
IDENTIFIERS- Arizona (Tucson); Identity Formation; Mexico United States Border

This book looks at language practices in Mexican American households in Tucson (Arizona), using language as a window to peer into the complexities of women's and children's lives in the borderlands. The notion is presented that the complexity inherent in the borderlands in general and in Tucson in particular is a formative factor in the language socialization of Tucson's Mexican-origin children. Four themes are developed: (1) language is at the heart of identity, and multilingual abilities can expand the possibilities for individual

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Conservation (Environment); *Ecology; *Endangered Species; Environmental Education; Hands on Science; Learning Strategies; Science and Society; *Science Curriculum; Secondary Education; World Problems; Zoology
IDENTIFIERS- *Herpetology

This guide provides an introduction to the study of reptiles and amphibians and presents opportunities for young people to become involved in their conservation. This book is designed as an instructional guide for many educators in various settings from classroom to nature center. The material provides a thorough introduction to the world of amphibians and reptiles and presents relevant and challenging activities for more experienced herpetologists. Five sections contain the information along with 29 activities. A chart that correlates the guide with the National Science Education Standards for grades 5-12 is also included. (DDR)

ED 459 999 SE 065 455

Kelsey, Kathryn; Steel, Ashley
The Truth about Science: A Curriculum for Developing Young Scientists.
PUB DATE- 01
NOTE- 274p.; Financial support provided by the Boards of the Discuren Foundation and the National Center for Statistics and the Environment. Grades 6-8.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Collection; *Middle School Students; Middle Schools; Qualitative Research; *Research Design; Science Curriculum; Science Process Skills; *Scientific Methodology; *Scientific Principles; Secondary Education; Statistical Analysis; *Student Research

This curriculum guide introduces students to the process of scientific research. Through the process of science research, middle school students practice techniques to randomize sampling, control for unwanted effects, and standardize methods so that they can be replicated. Data analysis is taught from a statistical perspective providing students ample opportunities to see the applications of concepts from their mathematics classes. This approach enables students to take the role of a working scientist. (DDR)

ED 460 000 SE 065 457

Trautmann, Nancy M.; Carlsen, William S.; Krasny, Marianne E.; Cunningham, Christine M.
Assessing Toxic Risk. Teacher's Guide and Student Edition. Cornell Scientific Inquiry Series.
SPONS. AGENCY- National Science Foundation, Washington, DC.; Cornell Univ., Ithaca, NY.
PUB DATE- 01
NOTE- 166p.; Written with Patricia Carroll, Janine Guadagno, and Stephen M. Penningroth. Supported by the NSF Instructional Materials Development Program. Grades 9-12.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

ED 460 024 SE 065 662

Burke, Mary V.; Jankowski, John E.
Research and Development Funding and Performance by Nonprofit Organizations: Fiscal Years 1996 and 1997. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 103p.; Staff of the Gallup Organization of Rockville, MD and Lincoln, NE under NSF contract performed the survey.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Financial Support; *Nonprofit Organizations; *Research and Development; *Statistical Data; Tables (Data)

This document reports the Research and Development Funding and Performance by Nonprofit Organizations for fiscal years of 1996-1997. Two different questionnaires were used to collect data on the research and development activities of nonprofit organizations. Sections include: (1) Detailed Statistical Tables: Nonprofit Performers of Research and Development; (2) Detailed Statistical Tables: Nonprofit Funders of Research and Development; (3) Technical Notes: Survey Methodology; (4) Analysis by Sampling Strata of Nonprofit Performers' Data; and (5) Survey Materials. (YDS)

ED 460 025 SO 031 702

Handy, Harold G.
Unfinished Business: Making Democracy Work for Everyone, 1877-1904. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Civil Rights; Class Activities; Classroom Techniques; Curriculum Enrichment; History Instruction; Lesson Plans; Racial Segregation; *Reconstruction Era; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- National Social Studies Standards; Plessy v Ferguson; *Regional History; United States Constitution; *United States (South)

This lesson focuses on the post-Reconstruction South and the social practices based on race and skin color that hindered the South's growth as a region and relegated many people to the status of second-class citizens, in spite of the 13th, 14th, and 15th amendments. The lesson provides historical background and outlines a task for students to write a report on President Theodore Roosevelt's handling of the post-Reconstruction South and the Supreme Court's Plessy v. Ferguson decision. It details a small-group exercise with puzzle pieces representing southern states in which the teacher assigns roles for each student to identify, take notes, and write a solution to a specific social problem, followed by a group meeting to discuss and write a group report. The lesson also provides a list of online resources, learning advice for oral presentations, and evaluation criteria, as well as reflection questions for students to answer. It concludes with notes for the teacher

DESCRIPTORS- Developing Nations; Elementary Secondary Education; *Ethnography; Foreign Countries; Models
IDENTIFIERS- Constructs; *Cultural Values; Fiji; Fijians

This paper presents an explanatory model of cultural behaviors, which resulted from a 4-year ethnographic study of the different academic attainments in English of indigenous Fijians and the Indo-Fijians in the Fiji Islands. Fiji is a natural laboratory for investigating differential cultural behaviors because of these two culturally distinct main ethnic groups. Their different cultural behaviors were found to serve different values within each culture. A three-construct grounded model of these different values emerged from observations and analyses of these behaviors. These constructs were then deconstructed to define and explain a fourth target construct of their "Differential Teaching Behaviours," which were contributing to the different academic attainments of the two cultures. The validity of the four-construct model was both empirically and quantitatively ascertained, and it is argued that the model can be used to predict culturally determined behaviors and educational outcomes in similar multicultural contexts. The model can be used by education policymakers when devising policies aimed at maximizing educational attainment for all sociocultural groups within multicultural societies served by a formal education system. (Contains 2 figures and 15 references.) (Author/BT)

ED 460 046 SO 033 464

Building a History-Centered Curriculum for Kindergarten through Grade Four: Guidelines for Using Themes and Selecting Content. The Building a History Curriculum Series: Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools.
PUB DATE- 02
NOTE- 53p.; For other guides in this series, see ED 422 238 and ED 421 387.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Elementary Education; Historical Interpretation; Historiography; History; *History Instruction; Instructional Effectiveness; *Social Studies; *United States History; *Western Civilization; *World History
IDENTIFIERS- Bradley Commission on History in Schools

The distinguished teachers and historians on the Bradley Commission on History in Schools suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of world history. This guide provides teachers, administrators, and parents with principles of selection and suggestions for episodes in history to use as they talk to young children about times, places, and people in history. The guide presents a range of options from which schools and teachers may choose for themselves. It is divided into two broad parts: "Part One: Introduction" ("I. Guidelines for Planning K-4 History Instruction in Schools: Aims and Approaches"; "II. Basic Principles of Selection, and How To Use Them"; "III. Curricular Frameworks for Effective History Education K-12"); and "Part Two: Building a History-Centered K-4 Curriculum" ("I. History in the Early Grades: What Is It and Why Study It?"; "II. Vital Themes and Significant Questions To Be Carried throughout Patterns and across the Grades"; "III. Visualizing a History-Centered Curriculum for Kindergarten through Grade Four"; "IV.

appear chronologically: 1936 "Social Sanity through the Social Studies" (R. O. Hughes); 1937 "The Dilemma of the Social Studies Teacher" (Elmer Ellis); 1938 "The Challenge to the Social Studies" (Charles C. Barnes); 1939 "The National Council and the Social Studies Teacher" (Ruth West); 1940 "The Social Studies, Patriotism, and Teaching Democracy" (Howard R. Anderson); 1941 "New Tasks for Social Studies Teachers" (Fremont P. Wirth); 1944 "The Role of the Social Studies Teacher in the Postwar World" (I. James Quillen); 1945 "Social Education: An Over-All View" (Mary G. Kelty); 1946 "Our Responsibilities and Obligations" (Burr W. Phillips); 1947 "Our Common Concern" (W. Linwood Chase); 1948 "What's Right with the Teaching of the Social Studies" (Stanley E. Dimond); 1949 "The Basis of Freedom" (W. Francis English); 1950 "History in General Education" (Erling M. Hunt); 1951 "Leadership through Cooperation" (Myrtle Roberts); 1952 "Our Presidential Achievements and Responsibilities" (Julian C. Aldrich); 1953 "Candid Observations: Remarks by the President" (John Haefner); 1954 "The NCSS at Work" (Dorothy McClure Fraser); 1955 "Presidential Report" (Edwin R. Carr); 1957 "The Social Studies: Scholarship and Pedagogy" (William H. Cartwright); 1958 "Of Teaching and Social Intelligence" (Jack Allen); 1961 "Report of the President of the National Council for the Social Studies" (Emlyn Jones); 1962 "A Discipline for the Social Studies" (Samuel P. McCutchen); 1963 "Quality Teaching: The Challenge of the Sixties" (Stella Kern); 1964 "The Inhumanities" (Isidore Starr); 1965 "Love and Laughter in the Social Studies" (William H. Hartley); 1966 "Persistent Problems of the Social Studies Classroom Teacher" (Adeline Brengle); 1967 "This I Have Learned" (Richard E. Gross); 1968 "Needed Perspectives in the Social Studies" (Ralph W. Cordier); 1969 "Though Time Be Fleet" (Ronald O. Smith); and "Commentary on the NCSS Presidential Addresses, 1936-1969" (Mark A. Previte). (BT)

ED 460 066 SO 033 525

Porter, Priscilla
Patriotic Symbols: Kindergarten Model Lesson for Standard 2. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 24p.; For other lesson plans, see SO 033 526-529.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Curriculum Enrichment; History Instruction; *Kindergarten; Literacy; *Patriotism; Political Socialization; Primary Education; *Social Studies; *State Standards; *Symbolism
IDENTIFIERS- *California; California History Social Science Standards; *Political Symbols

In kindergarten, students learn the symbols of the alphabet and numeric symbols. This unit is designed to help students understand what patriotic symbols are and that the nation and the state have symbols and icons to represent thoughts, feelings, emotions, and physical objects. Exposure to different national and state symbols helps students develop national identity and patriotism. The unit provides historical background for teachers; presents focus questions on the material; offers literacy links (reading, writing, speaking, and listening activities); and identifies materials needed. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It

Selected Educational Alliance programs with information and services for teachers are listed. (Contains 19 references.) (SM)

ED 460 084 SP 040 422

Lauer, Patricia A.
Preliminary Findings on the Characteristics of Teacher Learning in High-Performing High-Needs Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Learning; *Disadvantaged Schools; Elementary Education; *Faculty Development; Inservice Teacher Education; Low Achievement; *Poverty; *School Culture; Teacher Attitudes; Teacher Collaboration; Teacher Improvement

This report describes the professional development experiences of teachers in high-performing, high-needs (HPHN) schools. Researchers surveyed K-5 teachers from 10 schools in a district with large numbers of impoverished students, examining: teachers' perceptions of the characteristics and outcomes of their professional development experiences; how those perceptions differed between teachers in HPHN schools and low-achieving schools; and the relationship between aspects of school culture and teachers' perceptions of professional development outcomes in HPHN and other schools. HPHN teachers reported that their professional development addressed content standards, deepened content knowledge, addressed diversity, applied to the classroom, and modeled teaching strategies. They perceived improvements in their teaching experiences and reported that their professional development experiences embodied the characteristics of high quality development programs recommended by research to a greater degree than did teachers from moderate- and low-proficiency schools. HPHN teachers reported lower frequencies of collaboration than teachers in lower-proficiency schools. HPHN teachers had the most positive perceptions of their school cultures and the highest level of belief that they were responsible for all students' learning. Teachers in high-performing schools had more positive perceptions about knowing their students than did other teachers. (Contains 27 references, 7 figures, and 5 tables.) (SM)

ED 460 085 SP 040 423

Tapper, Donna
Swimming Upstream: The First-Year Experiences of Teachers Working in New York City Public Schools.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Development; Preservice Teacher Education; Public Schools; Teacher Attitudes; Teacher Certification; *Teacher Persistence; *Teacher Recruitment; Teacher Salaries; Teacher Selection; *Teaching Conditions; Teaching Experience; Urban Schools

from the Centers for Disease Control and Prevention for ensuring a quality school program to promote lifelong health eating include: seek input from all school community members to develop a coordinated school nutrition policy; provide nutrition education through activities that are fun, participatory, developmentally appropriate, and culturally relevant; and coordinate school food service with nutrition education and other components of school health programs to reinforce messages about healthy eating. (SM)

ED 460 104 SP 040 451

Gregory, Gayle H.; Chapman, Carolyn
Differentiated Instructional Strategies: One Size Doesn't Fit All.
PUB DATE- 02
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Cognitive Style; Diversity (Student); Elementary Secondary Education; Feedback; Grouping (Instructional Purposes); Student Evaluation; *Student Needs; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Differentiation

This book presents practical techniques and processes that teachers can use to adjust learning based on individual students' knowledge, skills, experience, preferences, and needs. Six chapters focus on: (1) "Creating a Climate for Learning" (strategies for creating a safe, nurturing environment with high challenge and low threat); (2) "Knowing the Learner" (e.g., learning style theories, multiple intelligences, and tools to help dentify students' learning styles); (3) "Assessing the Learner" (suggestions for and examples of effective pre- assessment tools and tools to use during and after the learning process); (4) "Adjusting, Compacting, and Grouping" (ideas for grouping students for a variety of reasons, and techniques to form groups and design interactions); (5) "Instructional Strategies for Student Success" (explores research on best practices and pedagogy that make a difference in student achievement, presenting brain-based strategies); and (6) "Curriculum Approaches for Differentiated Classrooms" (explains centers, projects, problem based learning, inquiry models, and contracts and provides examples for each approach). Included are more than 50 planning models, matrixes, rubrics, checklists, and questionnaires to help teachers make the right decisions about instruction and assessment on an individual basis. (Contains 95 bibliographic references.) (SM)

ED 460 105 SP 040 455

Hutchinson, William
An Investigation of Teacher Stress and Efficacy.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coping; *Educational Environment; Foreign Countries; High Schools; Job Satisfaction; *Self Efficacy; Self Evaluation (Individuals); *Stress Management; *Teacher Attitudes; *Teacher

DESCRIPTORS- *Accountability; Educational Quality; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Schools of Education; *Teacher Certification; *Teacher Competencies
IDENTIFIERS- *Elementary Secondary Education Act Title II; ERIC Digests

During a review of the Higher Education Act (HEA), concern about the quality of teacher education emerged. As a result, Congress created a new teacher quality section in HEA known as Title II, which established grant programs for partnerships between K-12 schools and institutions of higher education and for states to improve teacher quality. It also established new accountability requirements for states and teacher preparation institutions. Congress mandated through Title II that any institutions preparing teachers that received funds through HEA, and any states that received HEA monies, submit annual reports on their efforts to improve teaching quality. These provisions gather information on, and rank within states, teacher preparation institutions. Strong sanctions are associated with Title II for institutions that do not submit reports or provide inaccurate information. States must compile all data submitted by colleges and universities and present information on licensure and certification. A consultative committee of individuals from states, higher education institutions, and the policy community was appointed to help the National Center for Education Statistics construct a reporting system. Reporting guidelines for use by institutions and states covered under HEA Title II were published in 2000. (SM)

ED 460 125 SP 040 504

Huling, Leslie; Resta, Virginia
Teacher Mentoring as Professional Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Teacher Induction; Elementary Secondary Education; *Faculty Development; Instructional Leadership; *Mentors; Reflective Teaching; Self Efficacy; Teacher Collaboration; Teacher Competencies; Teacher Improvement
IDENTIFIERS- ERIC Digests; Teacher Renewal

Teacher mentoring programs have increased dramatically since the early 1980s as a vehicle to support and retain novice teachers. However, researchers and facilitators of mentoring programs are recognizing that mentors also derive substantial benefits from the mentoring experience. This digest examines research on how mentoring contributes to the ongoing professional development of experienced teachers. Benefits to mentors include improved professional competency, increased reflective practice, teacher renewal, enhanced self-esteem, improved teacher collaboration, and development of teacher leadership. Working with new teachers can also lead mentors to participate in university research projects or teacher research. The benefits of mentoring programs have important implications for funding decisions made by administrators and staff development personnel. Principals must understand that creating a structure that allows experienced teachers to work with novice teachers will ultimately benefit the students, and the overall

*Interviews; Mathematics; *Metacognition; Problem Solving; *Research Methodology; Videotape Recordings
IDENTIFIERS- Australia

This paper discusses methodological difficulties in studying metacognition and proposes a new multi-method technique for assessing student metacognitive behavior. The major aim of the study was to develop and apply a strategy for assessing metacognition within the context of mathematical problem solving. Data were collected from 30 year-6 students in Australia. Students were involved in three clinical interviews each in which they followed the same procedure with different types of mathematical tasks. The multi-method approach included observation, the clinical interview, and video and audio recordings. The interviews incorporated self-reporting and, in some cases, the think-aloud technique. Specially designed metacognitive and cognitive action cards were used to stimulate student responses about their thinking. Findings raise doubts about using students' "out of context" verbal reports as data without corroborating evidence. The findings also call into question the validity of questionnaires or interviews when used in isolation. Results also demonstrate the difficulty students have in identifying their general use of metacognitive behavior. The multi-method approach used in this study responded to issues of concern about verbal data and provided students with opportunities to identify, check, and discuss their thinking. (Contains 37 references.) (SLD)

ED 460 144   TM 033 618

O'Neal, Marcia R.; Snyder, Scott W.; Spor, Mary W.
Evaluation of Year 2 of the Alabama Reading Initiative.
SPONS. AGENCY- Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001). Contains areas of light print that may not reproduce well. Funded by a federal grant under the U.S. Department of Education Dwight D. Eisenhower Professional Development Program (P.L. 103-382).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; Low Achievement; Program Evaluation; Reading Achievement; Reading Instruction; *Reading Programs; Standardized Tests; State Programs
IDENTIFIERS- *Alabama

This report summarizes research supports addressing three areas as targets for educational improvement in Alabama: beginning reading, expansion of reading power, and intensive intervention for those who are reading below grade level. The paper also describes Alabama's statewide initiative to implement best practices in these areas and summarizes the results of the reading improvement imitative for the year academic 1999-2000. The Alabama Reading Initiative (ARI), a collaborative model, was based on an extensive literature review and teacher training in summer institutes to help teachers implement research-based reading instruction. Implementation began at 16 schools named as Literacy Demonstration Sites for the 1998-1999 school year. In the second year of implementation, the year of guide, and document teachers' progress toward specific standards for performance. This paper describes the design and development of a student assessment portfolio for teachers' professional development as part of a course on the evaluation and assessment of students. The process used to establish categories and standards for assessment of multi-ethnic and racially diverse learners is outlined. Also presented are preliminary data on 39 teachers' perceptions of their knowledge of assessment before and after a course on evaluation and assessment of students and these teachers' perceptions of how preparation of an assessment portfolio influences their assessment literacy. (Contains 6 tables and 11 references.) (SLD)

ED 460 165 TM 033 640

Biondi, Linda A.
Authentic Assessment Strategies in Fourth Grade.
PUB DATE- 01
NOTE- 31p.; Color figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Cooperation; *Elementary School Students; Elementary School Teachers; Grade 4; Intermediate Grades; Parent Attitudes; *Performance Based Assessment; Self Esteem; Student Attitudes; *Student Evaluation

An action research project was conducted in a fourth-grade classroom (21 students) to determine whether collaboratively created rubrics and authentic assessment strategies such as simulations, portfolios, and models are valid, authentic, and equitable measurement tools that will raise a student's self-esteem through the assessment process. An underlying factor was the use of the Inquiry Method of teaching science in the school district. Data came from a Multiple Intelligences survey that was used to determine the dominant intelligence factor within the classroom and for individual students and surveys developed for the study to measure students' responses to aspects of the authentic assessment approach, such as student attitudes toward standardized and performance-based assessments. Students completed both types of tests, and their performance on both was measured. Students were also interviewed about their attitudes toward the types of tests given. Allowing the students more opportunities to apply their knowledge appeared to make them more active participants in the evaluation of their work. Parents of these students were also generally pleased with the mix of standardized and performance-based testing. Students were able to see tangible evidence of their work as they analyzed their strengths and weaknesses and planned to address areas that needed strengthening. The alternate assessments also allowed the recognition of the dominant intelligences of individual students. Seven appendixes present additional study information and student self-assessment samples. (SLD)

ED 460 166 TM 033 642

Barton, Paul E.
Facing the Hard Facts in Education Reform: A Policy Information Perspective.
PUB DATE- 01
NOTE- 35p.

ED 460 183   UD 034 628

Loveless, Tom
The 2001 Brown Center Report on American Education: How Well Are American Students Learning? With Special Sections on High School Culture and Urban School Achievement.
PUB DATE- 01
NOTE- 51p.; This report is Volume 1, Number 2. Supported by the Brown Foundation, Inc., Houston.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Students; Mathematics Achievement; Minority Group Children; Poverty; Racial Differences; Reading Achievement; *School Culture; Student Attitudes; *Urban Schools

This annual report examines student achievement in U.S. schools, using evidence released in the previous 12 months to investigate the enormous gap between the U.S. and other nations in mathematics achievement and analyze the gap in reading achievement between the nation's best and worst fourth-grade readers. The report also explores the culture of U.S. high schools, using data from a survey of foreign exchange students that examined their impressions of U.S. high schools. Responses indicate that the culture of high schools and the low status of academic accomplishments within the teen culture may present formidable obstacles to the attainment of academic excellence. Achievement in urban schools is also analyzed. Test scores from dozens of states were collected to determine how urban school districts were doing in comparison to rural and suburban districts in the same state. The report presents scores for 39 of the 50 most populous cities in the U.S., analyzing the performance of urban districts serving a substantial number of children in poverty. It also estimates the achievement gaps that urban schools must overcome to reach parity with their rural and suburban counterparts. Report Addenda conclude the document. (Contains 42 endnotes.) (SM)

ED 460 184   UD 034 629

Hill, Robert B.
The Strengths of African American Families: Twenty-Five Years Later.
PUB DATE- 99
NOTE- 189p.; Foreword by Andrew Billingsley. Revised edition of "The Strengths of Black Families," first edition 1972.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *African Culture; *Black Family; Blacks; Church Role; Cultural Influences; *Family Life; Family Role; Family Structure; Kinship; One Parent Family; Parent Influence; Public Policy; Racial Identification; Social Stratification; Work Ethic
IDENTIFIERS- African Americans

This book analyzes key cultural strengths of African American families, arguing that they provide a solid foundation upon which to develop the kind of public policies and self-help initiatives that will genuinely promote the interests of African Americans and diverse peoples nationwide. Nine chapters include (1) "Solutions Framework" (historical, ecological, and they were unable to work (often because their caseworker threatened them with this), even if it was due to lack of child care. Over half of the parents received no assistance from their caseworkers in getting child care. Most parents with child care in place relied on informal care. New York City and State have taken some steps to remedy this situation. A memorandum issued to all New York counties advised them of their responsibility to inform parents on public assistance that they cannot be sanctioned if they cannot work due to lack of child care. A notice was issued apprising parents of their child care rights and obligations. Recommendations include ensuring that welfare caseworkers are trained about child care rights and that recipients know their rights and ensuring that child care and welfare advocates, low income parents, and the child care community are involved in decision making. (Contains 33 endnotes.) (SM)

ED 460 203 UD 034 653

Powell, Roslyn; Leiwant, Sherry; Hempstead, Ilizabeth Gonchar
Still Nowhere To Turn: New York City's Continuing Failure To Inform Parents about Their Child Care Rights.
PUB DATE- 01
NOTE- 10p.; For the original study, "Nowhere To Turn: New York City's Failure To Inform Parents on Public Assistance about Their Child Care Rights," see UD 034 652. Other collaborators were Cleary, Gottlieb, Steen, & Hamilton and the Welfare Law Center. NOW LDEF funded by the Susan A. and Donald P. Babson, Robert Sterling Clark, Ford, Bernard F. and Alva Gimbel, George Gund, Open Society, and Streisand Foundations, and the Rockefeller Family Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caseworkers; Children; Compliance (Legal); *Day Care; Early Childhood Education; Low Income Groups; Mothers; *Parent Rights; Parents; *Poverty; *Sanctions; *Welfare Recipients; Welfare Services
IDENTIFIERS- Caseworker Client Relationship; *New York (New York); Welfare to Work Programs

This 2000 study re-evaluated the type of child care information given to parents on public assistance by caseworkers. It assessed whether laws protecting low-income parents' rights were being followed and whether people on public assistance were receiving appropriate information about child care. The study was a follow up to a 1999 study. Respondents were recruited at New York City employment services offices and job centers. Responses from 96 people indicated that, as in 1999, most respondents had not received written information about child care and were not informed by their caseworkers that they could not be sanctioned if they were unable to work due to lack of child care. About half of the respondents said they had been threatened with sanctions if they were unable to work, even if the reason was lack of child care. Recommendations include ensuring that caseworkers receive regular training about their clients' child care rights, monitoring case files to ensure that clients have been given required information on sanctions and child care, and forming an advisory committee comprised of advocates and New York City representatives. (SM)

ED 460 204 UD 034 654

Smith, Jim H.
Faith Communities and Public Schools: A Collaboration To Improve

ED 460 222 UD 034 674

Harding, Edie
Educational Opportunities in Washington's High Schools under State Education Reform: Background and Student Outcomes.
PUB DATE- 01
NOTE- 110p.; For Volumes 2 and 3, see UD 034 675-676. "With Mason Burley, Barbara McLain, and Madeleine Thompson."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Dropout Rate; *Educational Change; *Educational Opportunities; Educational Policy; Graduation; *High Schools; Higher Education; Institutional Characteristics; Minority Group Children; Public Schools; State Government; Tables (Data)
IDENTIFIERS- Reform Efforts; *State Policy; *Washington

This report discusses educational outcomes for Washington state's public high school students, describing national trends in high school reform. Information came from surveys and interviews with teachers, students, and parents and national and state data. Many reforms have been tried nationwide. Most Washington high schools had students in standard grades. The legislature and State Board of Education were responsible for setting high school requirement policies. The 1998-99 annual dropout rate was 4 percent for 9th graders and 7 percent for 12th graders. Over 60 percent of young Washington adults had some additional education after high school. White and Asian American students were most likely to pass the 10th-grade state standardized test. From 1995-99, Washington students had higher average SAT verbal and math scores than the national average. The report describes methodology for determining what educational opportunities and programs are available to students. Seven appendices present tables and data on national trends in high school reform; national networks of school reform; small schools research and grant programs; history of state legislative policy changes for high school; data on Washington's high school and college students and their performance, and additional student performance measures. (Contains 67 references.) (SM)

ED 460 223 UD 034 675

McLain, Barbara; Thompson, Madeleine
Educational Opportunities in Washington's High Schools under State Education Reform: High School Responses to Expectations for Change. Final Report.
PUB DATE- 01
NOTE- 120p.; For Volumes 1 and 3, see UD 034 674 and UD 034 676.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Opportunities; *Educational Policy; Graduation; Graduation Requirements; *High Schools; Higher Education; Planning; Portfolios (Background Materials); Public Schools; Relevance (Education); State Standards; Teacher Expectations of Students
IDENTIFIERS- Certificate of Initial Mastery; Oregon; *State Policy; *Washington

This report describes educational programs and opportunities available to Washington state's high school students,

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Quality; Elementary Education; Instructional Leadership; Outcomes of Education; Parent School Relationship; Public Schools; School Community Relationship; Teacher Competencies; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Professional Community

This report documents development of Chicago Annenberg elementary schools from 1996-99 (the first 3 years of the Chicago Challenge), noting gains in student academic and non-academic outcomes and examining how the schools that developed got better. The Chicago Annenberg Challenge worked to improve Chicago's public schools through dramatically improved classroom practice and strengthened community relationships. Longitudinal field research and analyses of survey data indicate that Annenberg schools developed in a number of small but significant ways. They became stronger in several areas of school leadership and teacher professional community and some aspects of parent and community support and social trust. Results indicated students perceived that their teachers give them individual attention and are concerned about them. There is also evidence that teachers' use of interactive teaching methods in reading increased. Most of the development is reflected in general patterns of development citywide. Student achievement and social-psychological outcomes in Annenberg schools mirrored student outcomes across the system. Students' academic achievement improved, but student engagement and classroom behavior declined. Tables, research methodology, and survey details are appended. (Contains 80 references.) (SM)

ED 460 243 UD 034 703

Nora, Amaury
How Minority Students Finance Their Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Educational Finance; Federal Aid; Grants; *Higher Education; Low Income Groups; *Minority Groups; *Paying for College; *Student Costs; Student Loan Programs
IDENTIFIERS- Credit Cards; ERIC Digests; Tuition Prepayment

This digest examines the various financial sources minority students use to meet the costs of higher education, some of which were created with the specific goal of promoting their college attendance. Sources include federal student loans, pre-college programs and grants, college prepaid plans, and student credit cards. Policy recommendations to increase the availability of aid for college attendance, grounded in current policy and data, include increasing the emphasis on grant aid resources at federal, state, and institutional levels to lower dependence on loans for low-income students; increasing work-study programs to help integrate working students into the institution and help them finance their education; reassuring students regarding the availability and timing of student aid; targeting financial aid programs for students whose needs are not met by current federal aid programs; and continuing state support through needs-based grants. (Contains 12 references.)

Green, Noah; Ipeirotis, Panagiotis G.; Gravano, Luis
SDLIP   STARTS = SDARTS: A Protocol and Toolkit for Metasearching.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 9p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Supported by Empeirikeio Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Electronic Libraries; Electronic Text; Higher Education; Information Retrieval; *Library Collections; Online Catalogs; *Online Searching; Online Systems
IDENTIFIERS- Metadata

This paper describes how SDLIP and STARTS, two complementary protocols for searching over distributed document collections, were combined. The resulting protocol, called SDARTS, is simple yet expressible enough to enable building sophisticated metasearch engines. SDARTS can be viewed as an instantiation of SDLIP with metasearch-specific elements from STARTS. The paper also reports on the experience of building three SDARTS-compliant wrappers: for locally available plain-text document collections, for locally available XML document collections, and for external Web-accessible collections. These wrappers were developed to be easily customizable for new collections. This work was developed as part of Columbia University's Digital Libraries Initiative-Phase 2 (DLI2) project, which involves the departments of Computer Science, Medical Informatics, and Electrical Engineering, the Columbia University libraries, and a large number of industrial partners. The main goal of the project is to provide personalized access to a distributed patient-care digital library. (Contains 24 references.) (Author/AEF)

ED 459 829   IR 058 365

Yu, Clement; Sharma, Prasoon; Meng, Weiyi; Qin, Yan
Database Selection for Processing k Nearest Neighbors Queries in Distributed Environments.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Processing; Databases; *Electronic Libraries; Information Processing; Information Retrieval; Information Seeking; Online Searching; Online Systems
IDENTIFIERS- *Distributed Data Processing Systems; *Query Processing

This paper considers the processing of digital library queries, consisting of a text component and a structured component in distributed environments. The paper concentrates on the processing of the structured component of a distributed query. A method is proposed to identify the databases that are likely to be useful for processing any given query and to determine

Atmospheric Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer System Design; *Educational Resources; *Electronic Libraries; Information Dissemination; Information Services; Information Sources; Information Systems; *Shared Resources and Services; User Needs (Information)

The need for information systems to support the dissemination and reuse of educational resources has sparked a number of large-scale digital library efforts. This article describes usability findings from one such project--the Digital Library for Earth System Education (DLESE)--focusing on its role in the process of educational resource reuse. Drawing upon a reuse model developed in the domain of software engineering, the reuse cycle is broken down into five stages: formulation of a reuse intention; location; comprehension; modification; and sharing. Using this model to analyze user studies in the DLESE project, several implications for library system design and library outreach activities are highlighted. One finding is that resource reuse occurs at different stages in the educational design process, and each stage imposes different and possibly conflicting requirements on digital library design. Another finding is that reuse is a distributed process across several artifacts, both within and outside of the library itself. In order for reuse to be successful, a usability line cannot be drawn at the library boundary, but instead must encompass both the library system and the educational resources themselves. (Contains 38 references.) (Author)

ED 459 849 IR 058 385

Crane, Gregory; Smith, David A.; Wulfman, Clifford E.
Building a Hypertextual Digital Library in the Humanities: A Case Study on London.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Endowment for the Humanities (NFAH), Washington, DC.; Tufts Univ., Medford, MA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Vannevar Bush Award Winner. Figures may not reproduce well. Also supported by Berger Family Fund for Technology Transfer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; *Electronic Libraries; Foreign Countries; *Humanities; *Hypermedia; Information Management; *Library Collection Development
IDENTIFIERS- Communication Links; Digital Technology; England (London)

This paper describes the creation of a new humanities digital library collection: 11,000,000 words and 10,000 images representing books, images, and maps on pre-twentieth century London and its environs. The London collection contained far more dense and precise information than the materials from the Greco-Roman world. The London collection thus allowed for exploration of new problems of data structure, manipulation, and visualization. This paper contrasts their model for how humanities digital libraries are best used with the assumptions semesters of general education assessment (fall 1999 to spring 2001), are reported in chronological order in this report. (Includes 11 addendum exhibits.) (KP)

ED 459 869   JC 020 060

Smith, Cindra; Piland, Bill; Boggs, George
The Political Nature of Community College Trusteeship.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Activism; Administrator Attitudes; Community Action; *Community Colleges; *Community Services; *Leadership Qualities; Participation; *Trustees; Two Year Colleges

This survey, conducted by the Association of Community College Trustees, investigated the political aspects of community college trusteeship, focusing on elected and appointed trustees' political involvement, interactions, influences, and relationship to the political structure and parties in the states where they served as trustees. A total of 5,204 surveys were mailed to trustees on local governing boards--3,180 surveys were mailed to appointed trustees and 1,852 surveys to elected trustees. The response rate to the survey was 36% (1,901 respondents). The survey results revealed some small differences between elected and appointed trustees as well as among trustees with different demographic characteristics. Trustees who were more involved in political parties, younger, female, and had fewer years of service on the board tended to have a higher political activity or a more 'activist" approach. Elected trustees also reported being somewhat more interested than appointed trustees in future political offices. Despite these small differences, the study found that, overall, community college trustees were strongly motivated to provide service to their communities. They tended to have track records of prior community leadership and they felt most accountable to the citizens of the college region and to the current students at the colleges. (GC)

ED 459 870   JC 020 061

Howard, Keith; Bear, Tom; Lewton, Chuck; Casey, Cindy
Ivy Tech State College Student Focus Group Report, Spring 2001.
PUB DATE- 01
NOTE- 26p.; Conducted by the Regional Student Affairs Officers Committee. Prepared as a part of the College's Key Quality Indicators Final Report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Access to Education; *Ancillary School Services; Community Colleges; *Counseling Services; *Student Attitudes; Student Financial Aid; Two Year College Students; Two Year Colleges

This report examines the results of student focus group sessions at Ivy Tech State College. From these sessions, five themes emerged: (1) Communications--improved communication would improve student experience, yet determining how to best communicate with students and finding resources to meet those needs will be challenging; (2) Student Affairs--students believed that financial aid and career services were important

This paper examines Miami-Dade Community College's (M-DCC) (Florida) economic benefits to the community. The Beacon Council lists M-DCC as the eighth largest public sector employer in Miami-Dade County. Economic benefits can occur in many ways, one of which is when vendors who sell to M-DCC provide jobs and income for residents who are not directly employed by the college, but profit from college funding. Findings indicate that the college's total impact on the Miami-Dade economy for 1999-2000 was $772 million, of which $90 million originated in Miami-Dade County. This is a return rate of 862% and indicates that M-DCC has a substantial economic impact on the community, including an impact of $233 million on household earnings. In addition, approximately 11,460 jobs were created in Miami-Dade through the primary and secondary effects of college funding, with 8,436 jobs created solely due to the college's presence. Table 5 shows M-DCC's final economic impact on Miami-Dade County: The $89 million in funds originating inside Miami-Dade County contributed $187 million to the economy, with $69 million of that impacting household incomes, and created 3,024 jobs. Funds originating outside Miami-Dade County contributed $457 million, with $147 million impacting household incomes, and created 7,363 jobs. (NB)

ED 459 890 JC 020 088

Placement Criteria for Academic Year 2001-2002.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Admission (School); College English; *Community Colleges; *Educational Testing; English (Second Language); Evaluation Methods; Language Skills; Language Tests; Mathematics; Reading Tests; *Student Evaluation; *Student Placement; Two Year Colleges; Writing Skills; Writing Tests
IDENTIFIERS- *Florida

This report states that since July 1995, the State of Florida has required each public college and university to obtain scores on one of the following test batteries for degree-seeking students prior to registration: Scholastic Assessment Test (SAT), American College Testing (ACT), or the Florida College Entry-Level Placement Test (CPT). A registration hold is put in place to prevent registration until scores are presented. Students may retest once on each sub-test of the CPT for initial placement prior to enrollment in any course within that subject area. Academic support labs are available to prepare eligible students to re-take the CPT. Students whose native language is not English may be required to take another test to measure their English proficiency before entry-level testing is permitted. Those required to test are: (1) first-time-in-college, degree-seeking students; (2) students who register for any English or mathematics course; (3) students who register beyond 12 cumulative units; (4) dual enrollment students; (5) students who took a placement test more than 2 years ago and whose scores have not been used for placement; and (6) all students who took a placement test more than 2 years ago and whose scores were used but who have not yet passed the courses into which they were placed. (NB)

ED 459 891 JC 020 090

The Associate Degree in Hong Kong. Final Report of a Consultancy Study Commissioned by the Education and Manpower Bureau and

Southeastern Pennsylvania.
PUB DATE- 01
NOTE- 21p.; Child Care Matters is a consortium of five nonprofit organizations including the Delaware Valley Association for the Education of Young Children (DVAEYC); Delaware Valley Child Care Council (DVCCC); Philadelphia Early Childhood Collaborative (PECC); Philadelphia Citizens for Children and Youth (PCCY); and United Way of Southeastern Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Counties; *Day Care; Early Childhood Education; *Educational Improvement; Educational Quality; Grants; State Surveys
IDENTIFIERS- Child Care Costs; Child Care Needs; Day Care Availability; Day Care Quality; Day Care Regulations; *Pennsylvania (Southeast)

This report provides information on child care in southeastern Pennsylvania, discussing what is available and affordable for working families as well as current efforts to improve child care quality. Specific areas discussed in the report include why high-quality child care matters, types of child care, regulation, how families pay for child care, child care costs, child care workforce earnings, availability, help for parents, and quality improvement initiatives. The report also includes data on child care in the region and its five counties, including: (1) number of children ages 0-5 needing child care; (2) number of regulated child care spaces; (3) gap between need and availability; (4) percentage of children needing child care that are without regulated care; (5) availability of child care providers (family, group, center, Head Start) and the number of providers that accept subsidies; (6) participation in the Child Care Works subsidy; (7) affordability; (8) quality efforts; (9) child care needs (of families and professionals); (10) weekly fees charged for infant, toddler, preschool, and school-age children (lowest, average, highest); and (11) regional average maximum weekly subsidy rate. The report also includes information on programs that can help pay for child care and how to determine eligibility for these programs, a glossary, and contact information for child care-related resources. (Contains 18 sources.) (EV)

ED 459 911 PS 029 974

Angiollo, Dominic, Comp.; Casas, Paula, Comp.; Kirwan, Ann, Comp.
Birth to Three Program Inventory: State and Federally Funded Programs and Initiatives in Illinois for Expecting Families and Very Young Children.
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; *Early Intervention; Educational Quality; *Federal Programs; *Infants; Profiles; Program Descriptions; *State Programs; *Toddlers
IDENTIFIERS- Access to Health Care; Access to Services; *Availability (Programs and Services); *Illinois; Public Awareness

This report provides a comprehensive listing of state and federal investments in Illinois' efforts to improve the quality of life for expecting parents and children under age three and their

IDENTIFIERS- *Coalitions; *UNICEF; United Nations
  UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities to reach their full potential. This report details the accomplishments and activities of UNICEF for the year 1998. The report begins with the mission statement and introductory remarks from the U.N. Secretary-General. The overview statement from the executive director notes the measures taken to continue the momentum to meet the goals for children from the 1990 World Summit for Children. The report then describes the work of UNICEF as guided by the view that only by realizing the rights of children and women can they achieve their full potential. The accomplishments of UNICEF in 1998 are detailed, including efforts to ensure that all children have a good start to life through immunization and other health programs, to support early childhood education and care programs, provide equal educational access for boys and girls, to assist children in crisis due to armed conflict and other crises, to protect children and adolescents from HIV/AIDS, and to reduce poverty through a sector-wide approach. A map details the areas in which UNICEF programs operate. The report next describes programs in partnership with industrialized countries and the corporate community and delineates international celebrity spokespersons. Information on UNICEF's resources and management is outlined, including income, government contributions, expenditures, the 1998-1999 budget, and efforts to improve and decentralize management and operations. The regular funds targeted for particular programs are listed by country. The report concludes with contact information for various UNICEF committees. (KB)

ED 459 931   PS 030 011

UNICEF Annual Report, 2000.
PUB DATE- 00
NOTE- 37p.; For the 1999 annual report, see PS 030 010.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Acquired Immune Deficiency Syndrome; Adolescents; Annual Reports; Budgets; Child Advocacy; *Child Health; *Children; *Childrens Rights; Developing Nations; Elementary Secondary Education; *Equal Education; Organizations (Groups); *Poverty; Program Descriptions
IDENTIFIERS- Coalitions; *UNICEF; United Nations
  UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities to reach their full potential. This report details the accomplishments and activities of UNICEF for the year 1999. The report begins with the mission statement and introductory remarks from the U.N. Secretary-General. The overview statement from the executive director pledges that UNICEF will broaden partnerships with other organizations and with governments to more effectively meet on behalf of children the challenges of poverty, HIV/AIDS, armed conflict, and discrimination. The accomplishments of UNICEF in 1999 are detailed, including initiatives to help break the cycle of poverty through improving basic social services and educational access, preventing mother-to-child transmission of HIV and educating to prevent AIDS, responding to the needs of women and children affected by armed conflicts in various locations, improving

areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards emphasize the student's evaluation of the effect of common stereotypes and propaganda techniques. Students will cite evidence to support generalizations in all content areas. They will write to summarize and to review prior learning. They will explain the role of cultural and historical periods on a piece of literature. Mathematics standards enable students to identify fractions and decimals and use them to add, subtract, multiply, and divide. Students will solve problems involving geometry, measurement, and probability. They will explore algebraic thinking and solve simple algebraic equations. The science standards include the study and use of methods for testing the validity of predictions and conclusions. Students will compare and contrast the relationship among living things. They will explore the concept of change through the study of transformations of energy, matter, forces, electricity, and magnetism. The social studies standards build on the study of the world and include lessons relative to early civilizations and to the countries of the world. Students will compare ancient civilizations and cultures, create various maps, locate various geographic features and explain their relationships within the ecosystem. They will describe ways that historical events have influenced national and global settings. (KB)

ED 459 948 PS 030 036

Holmes, A. Baron
South Carolina Kids Count, 2000.
PUB DATE- 00
NOTE- 24p.; Contains corrected updates. For the 2001 report, see PS 030 037.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; Delinquency; Demography; Disabilities; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Women; Family Income; Health Needs; Infant Mortality; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Sexuality; Smoking; *Social Indicators; Special Needs Students; *State Surveys; Substance Abuse; Tables (Data); Violence; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Risk Taking Behavior; Sexually Transmitted Diseases; *South Carolina; Vaccination

This Kids Count report examines statewide trends in the well-being of South Carolina's children. The statistical portrait is based on 41 indicators in the areas of demographics, family, economic status, health, readiness and early school performance, scholastic achievement, and adolescent risk behaviors. The indicators are: (1) population; (2) births to teen mothers; (3) births to mothers not completing high school; (4) births to single mothers; (5) divorce rate; (6) single-parent family; (7) parents working; (8) abuse and neglect; (9) family violence; (10) out of home placements; (11) adult/child ratio; (12) poverty; (13) barriers to self-sufficiency; (14) income; (15) child support payments; (16) prenatal care; (17) low birth weight; (18) infant mortality; (19) childhood injuries and deaths; (20) immunization; (21) sexually transmitted diseases; (22) healthy lifestyles; (23) tobacco use; (24) disabilities; (25) emotional and behavioral disorders; (26) inadequate healthcare; (27) ambulatory care;

arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Wisconsin and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Wisconsin are then compared to those nationwide. Findings of this report reveal that more than two-thirds of Wisconsin mothers with children under age 5 and 75 percent of mothers with school-age children are employed. More than 75 percent of children under age 5 with employed mothers are in some form of nonparental child care, with almost 40 percent in full-time care. Fifteen percent of 6- to 9-year-olds with employed mothers are in before- and after-school programs, compared with 6 percent of 10- to 12-year-olds. Self-care increases as children get older. Of families who pay for care, low-income families spend more than twice as much on child care as a percentage of their earnings as do higher-earning families. (KB)

ED 459 962 PS 030 061

Florida's Challenge: A Guide to Educating Substance-Exposed Children. Participant's Workbook with Videotape .
PUB DATE- 98
NOTE- 84p.; Produced by the Center for Prevention and Student Assistance. Funded through Federal Title V, Drug-Free Schools and Communities. Printed and distributed by the U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *At Risk Persons; Caregiver Child Relationship; Caregiver Role; Child Caregivers; Child Development; Early Childhood Education; *Educational Practices; Elementary Education; Elementary School Teachers; Independent Study; Instructional Materials; *Prenatal Drug Exposure; *Prenatal Influences; Preschool Education; Preschool Teachers; *Teacher Role; Teacher Student Relationship; Workbooks
IDENTIFIERS- Fetal Development; Florida

This training package helps Florida educators working with substance-exposed children in day care programs and prekindergarten, kindergarten, and elementary school classrooms. The workbook was developed to be used within a 1- or 2-day training session facilitated by trainers or as a self-instruction learning tool used in conjunction with a 45-minute companion videotape. The areas of the training package are: (1) "Introduction," providing information on the incidence of at-risk children, substance exposure, costs related to substance exposure and special education, and myths about substance-exposed children; (2) "Medical Aspects," describing the most common drugs, physical symptoms of substance use, drug effects on fetal and infant development, and long-term effects on toddlers and older children; (3) "The Home and Community development; (2) borderlands women respond to their experiences of hybridity by modifying their linguistic and cultural practices; (3) the usual conceptualization of "parental involvement" is skewed toward the dominant discourses of the school, as demonstrated by mothers switching to the language of the teacher during homework sessions with their children; and (4) language use is presented within a framework of "language ideology" reflecting historical, social, and political contexts of language learning. Chapters are: "Tucson: A Place in the Borderlands"; "Las Familias"; "When the Facts Won't Stay Put: Finding Emotion in All the Wrong Places"; "The Hearts of the Children: Emotion, Language, and Identity"; "Negotiating Ideologies across Social Memories"; "Testimonios of Border Identities: 'Una mujer acomedida donde quiera cabe'"; "Household Language Use: The Push and the Pull"; "Where's the Culture?"; and "Beyond the 'Disuniting' of America: Implications for Schooling and Public Policy." (Contains approximately 240 references and an index.) (SV)

ED 459 980 RC 023 334

Perritt, Denise Chapell
The Impact of School and Contextual Factors on the Graduation Rates of Virginia Migrant Students.
PUB DATE- 01
NOTE- 101p.; Edited by William Rutherford Perritt. Ph.D. Dissertation, College of William and Mary.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Dropouts; Educational Attainment; *English (Second Language); Extended Family; *Family Influence; *High School Graduates; *Hispanic Americans; Limited English Speaking; *Migrant Education; Poverty; Secondary Education; Social Bias; Social Isolation
IDENTIFIERS- *Virginia

This study analyzed common factors among Virginia Migrant Education Program students who had earned a high school diploma as compared with those who had not. Data on 50 Hispanic migrant students were gathered from a collection of diverse documents from various school divisions and states. All subjects had been enrolled in the Virginia Migrant Education Program during the 1999-2000 school year and were 18-19 years old in June 2000. School-related and contextual factors reviewed included student age and gender, home language, number of schools attended, rate of attendance, participation in educational programs, grade promotion/retention, graduation status, and family structure. Eleven of the 50 students graduated from high school. Among school-related factors, attendance in U.S. schools positively impacted a migrant student's chance of completing high school. The number of schools attended was not as important as attendance in U.S. schools. Among contextual factors, students who lived with their parents and extended family had a greater chance of completing high school than those who did not. Qualitative findings obtained upon review of student essays indicate that 40 percent of students were concerned with one or more of the following issues: poverty, mobility, English as a second language, and social isolation. Mobility was mentioned most frequently. Implications and recommendations for further research and practice are discussed. Three appendices present summaries of school-related factors, contextual factors, and written statements in table form. (Contains 91 references.) (TD)

ED 459 981 RC 023 335

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Chemistry; Data Analysis; Data Collection; Environmental Education; *Poisons; *Research Design; Science Curriculum; Science Process Skills; *Scientific Methodology; Scientific Principles; Secondary Education; Student Research; Teaching Guides; *Toxicology
IDENTIFIERS- *Bioassay

The teacher's guide of "Assessing Toxic Risk" aims to help students conduct scientific research on relevant environmental topics. Using the research protocols in this book, students learn to carry out experiments known as bioassays. In this way, the toxicity of substances is evaluated by measuring its effect on living things. The text is organized into three parts to enable students to understand toxic risk, become familiar with toxicology protocols in research, and explore interactive research. The student edition enables students to conduct scientific research on relevant environmental topics. Using the research protocols in this book, students learn to carry out experiments known as bioassays. In this way, the toxicity of substances is evaluated by measuring its effect on living things. The text is organized into three parts to enable students to understand toxic risk, become familiar with toxicology protocols in research, and explore interactive research. (DDR)

ED 460 001 SE 065 492

Abraham, Paul
Using the TI-92 Calculator as a Tool for Illustrating Programming Concepts.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual International Conference on Technology in Collegiate Mathematics (12th, San Francisco, CA, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Computer Science Education; *Computer Uses in Education; Educational Strategies; *Graphing Calculators; Higher Education; *Programming Languages; Science Education
IDENTIFIERS- *MAPLE Computer Algebra System

This paper describes how the TI-92 calculator can be valuable in illustrating basic and advanced programming concepts in introductory computer science courses. Descriptions of the scope of the curricula for the courses in which the TI-92 is used are provided. The TI-92 programming language is particularly useful in demonstrating the progression in program development from pseudocode to code. Examples using MAPLE code are employed. Programming examples using TI-92 are also included. (DDR)

ED 460 002 SE 065 493

Anderson, Philip; Seaquist, Carl R.
Using StarLogo To Introduce Differential Equations.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English

about grade level, content standards, lesson purpose and goals, information literacy, length of time for class periods, and resources needed. (BT)

ED 460 026 SO 033 010

Escobar, Deborah
Creating History Documentaries: A Step-by-Step Guide to Video Projects in the Classroom.
PUB DATE- 01
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Creative Expression; *Documentaries; Experiential Learning; *History; *Production Techniques; Secondary Education; Social Studies; *Student Projects; Student Research; *Videotape Recordings
IDENTIFIERS- *Video Tape Production

This guide offers an easy introduction to social studies teachers wanting to challenge their students with creative media by bringing the past to life. The 14-step guide shows teachers and students the techniques needed for researching, scripting, and editing a historical documentary. Using a video camera and computer software, students can integrate historical photos, film footage, interviews, and primary-source materials to create a project that can be shared with students, parents, and community members. Students learn to research using the newest tools, write narrative scripts that integrate historical facts, and build a project that allows history to come alive. The guide includes how-to information about video cameras, new digital video cameras, computer software, online research, and sources of historical photographic film and video footage. Includes worksheets and forms. (BT)

ED 460 027 SO 033 298

Brinkmann, Annette, Ed.; Ehmann, Annegret, Ed.; Milton, Sybil, Ed.; Rathenow, Hanns-Fred, Ed.; Wyrwoll, Regina, Ed.
Learning from History: The Nazi Era and the Holocaust in German Education = Lernen aus geschichte: Projekte zu Nationalsozialismus und Holocaust in schule und jugendar beit. With CD-ROM .
PUB DATE- 00
NOTE- 120p.; Project supported by the Press and Information Office of the Federal Government, Berlin, Goethe-Institut e.v., Munich, Robert Bosch Foundation, Stuttgart, and German Fund for Cultural Education, Bonn.
LANGUAGE- English; German
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Citizenship Education; *European History; *Foreign Countries; *Modern History; *Nazism; Secondary Education; Social Studies; World War II
IDENTIFIERS- German History; *Germany; *Holocaust; Political Education

This project is the result of extensive research about the practical applications of "National Socialism and the Holocaust" in historical and political education in and outside

History's Habits of Mind: Questions across All Four Course Patterns"; "V. Keys to Developing Historical Literacy at an Early Age: Children's Literature, Biography, Times Lines, Primary Sources"; "VI. Content and Questions within the Course Patterns"; "VII. History and Language Arts"; "VIII. History and Geography"; "IX. History and Science"; "X. A Sample One-Week Lesson Plan"; "XI. A Sampler of Suggested Resources"; "XII. Preparing To Implement This Guide"). (BT)

ED 460 047 SO 033 465

Noonan, Michael A.
Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 2001.
PUB DATE- 01
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Child Labor; Children; *Civil Liberties; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Foreign Countries; Higher Education; Teacher Associations; *Unions
IDENTIFIERS- Africa; Asia; Australia; Education International (Belgium); Europe; North America; South America

This 2001 edition of Educational International's (EI) "Barometer on Trade Union and Human Rights in the Education Sector" focuses on four fundamental human rights: (1) the right to education; (2) academic freedom; (3) children's right to be protected from exploitation; and (4) workers' rights to form and join trade unions and to organize and bargain collectively. The aim of the "Barometer" is to demonstrate the interrelationship of these four internationally established rights and to measure and monitor the extent to which, in each country where EI has members, they are respected. Noting that since 1998 EI's membership has extended to include organizations in five additional countries or territories (Azerbaijan, Georgia, Kyrgyzstan, Palestine, and Sao Tome and Principe), the Barometer now covers data on 155 countries and territories. It finds that what emerges from this second country by country examination of education rights and trade union rights in the education sector is both positive and negative. Positive because EI member organizations have demonstrated their ability to put education on the international agenda, and negative because there is little evidence of effective change at the local level. The Barometer also highlights the devastating effect that HIV-AIDS is having and the extent to which it is not only an obstacle to improving education rights and eliminating child abuse but a threat to those limited gains already made. Following a foreword and an introduction, the Barometer is divided into sections on Africa, Asia and the Pacific, Europe, Latin America, and North America and the Caribbean. Appendixes list 11 U.N. and international conventions. (Lists 16 main published sources.) (BT)

ED 460 048 SO 033 471

Lopez-Acevedo, Gladys; Salinas, Angel
The Distribution of Mexico's Public Spending on Education. Policy Research Working Paper.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

also provides assessment activities and extended and correlated activities. Lists eight resources for the sample topic. Appended are the lyrics of "You're a Grand Old Flag." (BT)

ED 460 067 SO 033 526

Porter, Priscilla
The Jobs People Do: Kindergarten Model Lesson for Standard 3. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 34p.; For other lesson plans, see SO 033 525-529.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Careers; Citizenship Responsibility; Curriculum Enrichment; *Economics Education; *Employment; *Kindergarten; Literacy; Primary Education; *Social Studies; *State Standards
IDENTIFIERS- *California; California History Social Science Standards

In this unit of study, students demonstrate a familiarity with the school's layout and the jobs people do there. The unit has students discuss jobs in the community and match simple descriptions of the work with the names of related jobs and with the equipment required for the jobs. They also compare and contrast jobs of today with jobs of long ago, with a focus on fire fighters. Jobs other than those featured in the unit may be substituted depending upon the resources at the particular school and in the community. The unit has students begin by looking at themselves as "helping hands" who can perform simple jobs and act as responsible citizens. Through onsite field studies, students gather information about the jobs people do in a school and in a community, using selections from children's literature and other learning activities to help gain a clear understanding of the jobs. The unit provides a beginning understanding of future career choices. It gives focus questions, lists materials needed, and provides literacy links. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The unit also contains assessment activities and extended and correlated activities. Lists 12 recommended resources, seven Internet sites, and extensive additional resources. Appended are ideas for class jobs, a letter to parents, and a job interview form. (BT)

ED 460 068 SO 033 527

Gallardo, Marilyn; Porter, Priscilla
What Is a Map? Kindergarten Model Lesson for Standard 4. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 24p.; For other lesson plans, see SO 033 525-529.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Enrichment; Geography; *Geography Instruction; *Kindergarten; Literacy; Locational Skills (Social Studies); *Map Skills; *Maps; Primary Education; *Social Studies; *State Standards
IDENTIFIERS- *California; California History Social Science Standards

This lesson helps students describe where they live, develop an

IDENTIFIERS- *New York City Board of Education

This study investigated problems in retaining New York City public school teachers beyond their first year of employment. In 1991 and 1993, researchers interviewed new teachers and people who unsuccessfully sought teaching positions, examining hiring, licensing, and teaching experiences, professional development and support, and attitudes about teaching. In 1994, Board of Education and school district officials were interviewed. Most teachers obtained their positions through someone they knew or because they had worked in the school in some capacity. Principals made most hiring decisions in this informal process, though they had to hire unlicensed teachers. The official hiring process was via central assignment of teachers. New teachers in 1993 better understood state and city certificate requirements than did new teachers in 1991. Most teachers relied on the Board of Education for information on licensing, but many complained about their treatment. Classroom management, time management, lesson planning, and student behavior were the greatest problems during teachers' first years. Staff development opportunities ranged from none to very little. Most respondents viewed their student teaching experience positively, though some did not feel prepared for the classroom. Teachers strongly identified with public education. Teacher stories are included. An appendix presents the 1993 New Teacher Retention Telephone Survey. (SM)

ED 460 086 SP 040 424

A Compendium of Practices: Models of Contextual Teaching and Learning in K-12 Classrooms & Preservice Teacher Preparation Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 01
NOTE- 259p.; Funded under Public Law 103-239, the School-to-Work Opportunities Act of 1995. Consortium administered through the Center for the Study and Teaching of At-Risk Students, University of Washington.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; Partnerships in Education; *Preservice Teacher Education; Teaching Methods
IDENTIFIERS- *Contextual Learning; Washington

This compendium provides information on exemplary contextual teaching and learning (CTL) projects at teacher preparation programs throughout Washington state, describing project implementation so that other educators can utilize or adapt the exemplars to their own programs or classrooms. Participating colleges and universities infuse CTL strategies into preservice curriculum design and opportunities to interface with practicing teachers effectively using CTL strategies and methods through field observations, CTL field experiences, and course demonstrations. Each entry includes information on: the project itself, project outcomes, CTL components, project instructional details, project implementation, assessment/evaluation, partnerships, documentation/references, reflection, and contact information. After an introduction, the document presents guidelines for CTL, which focus on operationally defining CTL, quality indicators of CTL, and teaching strategies associated with CTL. The next section

Effectiveness; *Teaching Conditions
IDENTIFIERS- Australia (Perth)

This study, which comprises part of a larger Western Australian research project on the relationships among teacher stress, perceptions of the school organizational climate, and beliefs in teacher efficacy, involves interviews with six secondary school teachers. The study focuses upon four major variables which may impact upon teachers' ability to manage their stress levels. These four variables are the coping strategies employed by teachers; the magnitude of teacher efficacy beliefs; the sources of self-evaluation data upon which the teacher efficacy beliefs are based; and the teacher's perceptions of satisfaction with teaching as a career. The overall findings of the study suggest that the teachers employed primarily short-term, relatively unsuccessful coping strategies for dealing with stress. In addition, they tended to base their evaluations of the environment and their own levels of teacher efficacy on restricted sources of data. The results indicate that the application of teacher efficacy principles may be useful in the reduction of teacher stress by influencing the ways in which individual teachers construct and interpret the school organizational climates in which they work. (Contains 33 references.) (SM)

ED 460 106 SP 040 457

Colbert, Ronald P.
Substitute Teaching: A College Professor's Personal Experience.
PUB DATE- 01
NOTE- 18p.; Paper presented at Fitchburg State College (Fitchburg, MA, Fall 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Quality; Elementary Secondary Education; Higher Education; Part Time Faculty; Preservice Teacher Education; Standardized Tests; *Substitute Teachers; Teacher Educators; *Teaching Conditions
IDENTIFIERS- Massachusetts; Teaching to the Test

This paper reports on one Massachusetts teacher educator's work as a substitute teacher in local urban and suburban public schools. His goals were to assess diversity within today's classrooms, be better informed as a teacher educator, gain new clarity about teacher roles, understand the changing role of school administrators, and re-establish his credibility as a teacher of children and youth. Highlights of his experience included opportunities for self-assessment of his teaching skills and discovery of such facts as: teaching to the test was the priority in all classrooms, lack of collegiality was the norm, teacher-directed instruction predominated, differentiated instruction did not exist, and public schools struggled to meet the demanding federal and state legislative and regulatory changes. Schools were desperate to find good substitute teachers and often had to hire untrained, uncertified substitutes. Compensation for substitute teachers was very modest, with no fringe benefits. Classrooms included students with many varied abilities. The ever-increasing importance of the Massachusetts Comprehensive Assessment was evident everywhere. Many school administrators were actively invisible. (SM) organization will be stronger as a result of the increased capacity of teachers serving as mentors. Staff developers should embrace mentoring programs not only as a valuable resource for beginning teachers, but also as a growth-promoting experience for mentors. (Contains 23 references.) (SM)

ED 460 126 SP 040 505

Harman, Ann E.
National Board for Professional Teaching Standards' National Teacher Certification. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; *National Standards; *National Teacher Certification; Performance Based Assessment; *Teacher Competencies; Teacher Evaluation; Teaching Skills
IDENTIFIERS- ERIC Digests; *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) was founded in 1987 in response to recommendations regarding the central role of teachers in educational quality. NBPTS establishes rigorous standards for what accomplished teachers should know and be able to do; operates a national voluntary system to assess and certify teachers meeting these standards; and advances related education reforms to improve learning. The NBPTS advanced teacher certification system is voluntary (intended to demonstrate experienced teachers' advanced levels of teaching skills and abilities). Teachers are measured against a set of standards established by experienced teachers, teacher educators, and subject-matter experts. NBPTS work is founded on five core propositions (e.g., teachers are committed to students and learning and teachers are members of learning communities). Using these propositions, NBPTS developed content standards for each certification field. Currently, NBPTS has standards available in 26 fields. With each standards document as a foundation, NBPTS works closely with experienced teachers and assessment development experts to develop the performance based assessment that will be the basis for awarding NBPTS certification. This digest examines the development of assessments from 1991 to 2001. Through two recent studies, the positive impact of NBPTS certification on teachers is being documented. (SM)

ED 460 127 SP 040 506

Eubanks, Segun
Licensure Programs for Paraeducators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

this study, approximately 27,700 students, 2,354 teachers, 81 principals, 75 reading specialists, 64 higher education partners, and 21 preservice teacher education programs participated. The year-2 evaluation involved internal and external evaluation components that included surveys completed by 1,860 teachers, 77 principals, 74 reading specialists, 44 higher education partners, and 49 higher education faculty members. Overall findings include small but positive improvement on Stanford 9 reading test results for ARI students. Teachers at ARI schools reported increases in the use of research-based strategies and in student reading time, greater confidence and enthusiasm toward instruction, and improved student and teacher attitudes. Schools varied in the improvement noted on the Stanford 9 results, and findings suggested three factors linked to a greater degree of success: (1) the principal as a champion of ARI; (2) a hands-on and helpful reading specialist; and (3) a deeply involved higher education partner. (Contains 18 references.) (SLD)

ED 460 145 TM 033 619

Stewart, Robert G.
Using Resampling Methods To Improve the Results of Meta-Analysis.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Meta Analysis; Research Methodology; Sampling
IDENTIFIERS- *Resampling Techniques

As meta-analytic studies have become essential in educational research, resampling methods have matured and are supported by an in-depth theoretical and applied literature base. The objective of this paper is to assist researchers in applying resampling methods to the results of meta-analysis. The rationale for resampling methods is reviewed, and resampling applications and computational options are discussed. Three Statistical Analysis System macro programs for resampling meta-analyses are presented. To explore the potential of resampling, the paper proposes a research agenda. (Contains 11 references.) (SLD)

ED 460 146 TM 033 620

Onwuegbuzie, Anthony J.
A New Proposed Binomial Test of Result Direction.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Effect Size; Error of Measurement; *Hypothesis Testing; *Probability; *Statistical Significance
IDENTIFIERS- *Binomial Test; Type I Errors

D. Robinson and J. Levin (1997) proposed what they called a two-

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Quality; Elementary Secondary Education; *Social Change; Standardized Tests; *Standards; Test Use
IDENTIFIERS- *Reform Efforts

This paper makes the case that the standards-based reform movement is too limited an approach to rely on in educational reform, and that there is a set of hard facts that must be faced if there is to be any significant improvement in student achievement. These facts are the attitudes, practices, and conditions that are so embedded in culture and personal experience that they escape serious attention. Without an understanding of the preconditions that have an impact on improvement in academic rigor and student achievement, there is little basis for serious consideration of new ways and means of raising educational success. Tests are being used to hold students and schools accountable for standards before much needed teaching capacity is built. In addition, tests are not aligned to the standards, and tests are not aligned to the curriculum. The standards-based reform movement can only succeed if policymakers and educators pay attention to the larger societal context and the environment in which change is to be implemented. Issues that must be considered in this context include student behavior, weak signals that academic achievement is important, the acknowledgement of the importance of sources of learning outside the school, and the appropriate use of educational technology. It is not appropriate to lessen efforts to implement the standards-based reform agenda, but this alone will not be enough for significant improvement. (SLD)

ED 460 167 UD 034 385

Capps, Randy; Pindus, Nancy; Snyder, Kathleen; Leos-Urbel, Jacob
Recent Changes in Texas Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 1. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 01
NOTE- 26p.; Also supported by the Stuart Foundation. For additional State Update reports, see UD 034 386-389.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; Day Care; Early Childhood Education; Employment Services; Federal Programs; Low Income Groups; Political Influences; Social Influences; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Temporary Assistance for Needy Families; *Texas; Welfare Reform; *Welfare

cultural perspectives and identifying problems and solutions); (2) "The African Heritage" (e.g., conjugality versus consanguinity, male and female roles, and the importance of children); (3) "Class Trends and Concept Misuse" (e.g., reifying class abstractions, shifting class criteria, and confusing class and race); (4) "Strong Achievement Orientation" (e.g., parent and youth educational orientation, peer approval of achievement, self-esteem, and resiliency programs); (5) "Strong Work Orientation" (work ethic, discouraged workers, and resiliency programs); (6) "Flexible Family Roles" (e.g., egalitarian family roles, boys reared by unmarried mothers, contact with fathers, drug abuse, and resiliency programs); (7) "Strong Kinship Bonds" (e.g., services to unwed mothers, day care services, foster care, and reducing child abuse); (8) "Strong Religious Orientation" (e.g., religious commitment, contemporary roles of black churches, and increasing class polarity); and (9) "Summary and Implications" (public policy implications). (Contains approximately 407 references.) (SM)

ED 460 185 UD 034 630

Peters, H. Elizabeth; Plotnick, Robert D.; Jeong, Se-Ook
How Will Welfare Reform Affect Childbearing and Family Structure Decisions? Discussion Paper.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Child Rearing; Child Support; Cohabitation; Divorce; Family Planning; *Family Structure; Marriage; One Parent Family; Policy Formation; Pregnancy; Public Policy; Sex Education; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Child Support Enforcement; Personal Responsibility and Work Opp Recon Act

This paper summarizes changes in key elements of welfare policy and in closely related policies on child support enforcement and sex education and family planning programs. Drawing on a conceptual framework that highlights how incentives created by public policy can affect demographic behaviors, the paper concludes that, as Congress intended, reform has shifted welfare's incentives in directions that encourage marriage and discourage nonmarital pregnancy and childbearing, childbearing while on welfare, divorce, living independently from relatives, and avoiding child support responsibilities. The paper reviews the empirical evidence about welfare's effects on demographic behavior, including nonmarital childbearing, abortion, sexual activity, contraceptive use and pregnancy among teenagers, marriage and divorce, single parenthood, living arrangements, and nonresident parenting behavior. The general tenor of this evidence is that behavioral effects consistent with theoretical expectations and policymakers' intentions do exist. Their magnitudes are small or uncertain. A tentative but reasonable "bottom line" is that one should not expect welfare reform to dramatically alter low-income Americans' demographic behavior, but one can expect it to have modest effects in the directions desired by policymakers. There is little or no evidence about how several important aspects of recent reform are likely to affect demographic behavior. (Contains 81 references.) (Author/SM)

Education. CPEC Best Practices Report.
PUB DATE- 01
NOTE- 10p.; For the report "Faith Communities Joining with Local Communities To Support Children's Learning," see ED 433 966.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Role; *Churches; Elementary Secondary Education; *Partnerships in Education; *Public Schools; *Religious Organizations; *School Community Relationship; Urban Areas
IDENTIFIERS- Connecticut

Churches and religious organizations in Connecticut and across the United States, especially those in urban neighborhoods, often work to help ensure that public school students have the best opportunity to obtain a meaningful education, providing grassroots services that support public schools. This paper presents examples of several successful partnerships between faith communities and public schools around the state of Connecticut and throughout the United States. It concludes by examining the U.S. Department of Education's 1995 guidelines for partnerships between religious organizations and public schools and discussing guidelines for faith leaders found within the Partnership for Family Involvement in Education's report, "Faith Communities Joining with Local Communities To Support Children's Learning." Sidebars include information on how faith communities can approach their local schools to offer help, what churches and organizations can do to help, and whom to call to get more information on playing a meaningful role in support of local public schools in Connecticut. (SM)

ED 460 205 UD 034 655

Thomalla, Terri Groff; Dougherty, Victoria J.
Program Performance Inventory: Six Juvenile Offender Programs.
PUB DATE- 01
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Cost Effectiveness; *Delinquency; *Juvenile Justice; *Program Effectiveness; Program Evaluation; Secondary Education
IDENTIFIERS- Connecticut; Reintegration; Risk Reduction

This report describes the performance of 6 Connecticut juvenile justice alternative sanction programs in 14 qualitative areas: community reintegration; outcomes and evaluation; assessment methods; risk factors; escalation of criminal activity; family involvement; community involvement; work ethic and vocational training; education and life skills; school enrollment; community service; supervision in the community; diversity of client needs; and use of current research. This program performance inventory was developed in response to Public Act 00-172, which requested a cost-benefit evaluation of programs serving juvenile offenders. Data were collected in early 2001 through interviews, document reviews, program observations, and focus groups. Programs had several delivery approaches in common, despite differences in clientele and program time-intensity, including a strong emphasis on life skills training and group interaction, frequent group recreation activities and group discussions, and individual service plans primarily emphasizing client behavioral goals. Challenges and services gaps the programs had in common included too few resources emphasizing changes brought about by the state's education reform. Information came from surveys and interviews with teachers, students, and parents and state and national data. The study examined whether high schools were increasing the rigor of what students learned, making learning more relevant for students, and providing learning options for 11th and 12th grades (e.g., Advanced Placement and vocational-technical education). Most Washington high schools are increasing rigor by emphasizing state standards and changing graduation requirements. Most are developing portfolios, culminating projects, educational pathways, and educational plans to help students plan for post-high school transition. National research is not conclusive about whether such efforts are effective. Most learning options identified in statute for 11th and 12th grade were readily available statewide. It is not clear how the Certificate of Mastery and other graduation requirements will influence learning options. Eleven appendices include information on survey responses, case studies, state support of remediation for students at risk of failing graduation tests, state adjustments to standards-based graduation tests, Oregon's Certificates of Mastery, career academies, grants, college level learning enrollment, student demographics in college level learning, state support for college level learning, and a glossary of school-to-work terms. (SM)

ED 460 224 UD 034 676

McLain, Barbara; Thompson, Madeleine
Educational Opportunities in Washington's High Schools under State Education Reform: Case Studies of Eight Washington High Schools.
PUB DATE- 01
NOTE- 64p.; For Volumes 1 and 2, see UD 034 674-675.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Educational Change; *Educational Opportunities; Educational Quality; *High Schools; Public Schools; Relevance (Education); Remedial Programs; Standardized Tests; State Standards; Student Evaluation
IDENTIFIERS- Essential Academic Learning Requirements WA; *Reform Efforts; *Washington; Washington Assessment of Student Learning

This report summarizes interviews with Washington state administrators, teachers, staff, students, parents, and community members at eight public high schools. Respondents identified several common themes regarding strategies to improve learning, the impact of state standardized tests, options and strategies for making learning more relevant, and challenges and opportunities for the future. They reported that changes were being made in curriculum to align with the Essential Academic Learning Requirements and ensure that students covered essential material in time for the 10th grade Washington Assessment of Student Learning (WASL). Changes were also being made in instruction and assessment to prepare students for the WASL. Most participants expressed concerns about the WASL, though state standards had broad support. Remediation options for students having problems passing the WASL were being explored. Schools were experimenting with strategies to make learning more relevant, such as culminating projects and portfolios. The use of career pathways varied widely. Preparing students for the WASL and student remediation raised significant concerns. There were still some traditional

(SM)

ED 460 244 UD 034 704

Seefeldt, Kristin S.; Leos-Urbel, Jacob; McMahon, Patricia; Snyder, Kathleen
Recent Changes in Michigan Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 4. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 22p.; For other state reports, see UD 034 385-389 and UD 034 705-708. Also sponsored by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Low Income Groups; *Social Services; State Government; Welfare Recipients; *Welfare Reform; Working Poor
IDENTIFIERS- Michigan; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families

Michigan is a leader in state efforts to gain more autonomy over social service programs. Many changes, including those made to the child care and child welfare systems, were part of the governor's blueprint for reform, To Strengthen Michigan Families. This report begins with a profile of Michigan's demographic, economic, and political conditions, then discusses its social safety net. The following three sections offer more detail on specific programs and services, examining recent changes, the administrative structure, general service delivery, and important policies affecting each program and the clients that the program serves. The first section describes Michigan's Temporary Assistance for Needy Families (TANF) program, the Family Independence Program (FIP), highlighting Michigan's work-related component for TANF recipients (Work First) and the overall workforce development system. The next section covers the state's system for providing child care for FIP and non-welfare families. The third section describes the child welfare system, particularly the interaction between child welfare and welfare reform. The report concludes by assessing Michigan's place in the spectrum of state approaches to welfare reform, workforce development, and child care and child welfare, then presents a summary of accomplishments and an examination of future issues and challenges. (Contains 17 endnotes.) (SM)

ED 460 245 UD 034 705

Koralek, Robin; Pindus, Nancy; Capizzano, Jeffrey; Bess, Roseana
Recent Changes in New Jersey Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 7. Assessing the New Federalism: An Urban Institute Program To Assess Changing

the tuples from each useful site which are necessary for answering the query. In this way, both the communication cost and the local processing costs are saved. One common characteristic of these "k" nearest neighbors queries is that it is not necessary to obtain all the "k" nearest neighbors; it is often sufficient to get most of the "k" neighbors. Experimental results are provided to demonstrate that most of the "k" nearest neighbors (85% to 100%) are obtained using this approach. An average accuracy rate of 94.7% is achieved when the 20 closest neighbors are desired. (Contains 15 references.) (AEF)

ED 459 830 IR 058 366

Cooper, James W.; Viswanathan, Mahesh; Byron, Donna; Chan, Margaret
Building Searchable Collections of Enterprise Speech Data.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; Information Processing; Information Retrieval; Information Seeking; Internet; *Online Searching; World Wide Web
IDENTIFIERS- Data Management; *Data Mining; *Speech Recognition

The study has applied speech recognition and text-mining technologies to a set of recorded outbound marketing calls and analyzed the results. Since speaker-independent speech recognition technology results in a significantly lower recognition rate than that found when the recognizer is trained for a particular speaker, a number of post-processing algorithms was applied to the output of the recognizer to render it suitable for the Textract text mining system. The call transcripts were indexed using a search engine and Textract and associated Java technologies were used to place the relevant terms for each document in a relational database. Following a search query, a thumbnail display of the results of each call was generated with the salient terms highlighted. These results are illustrated and their utility is discussed. Results of these experiments were taken and this analysis was continued on a set of talks and presentations. A distinct document genre is described, based on the note-taking concept of document content, and a significant new method is proposed for measuring speech recognition accuracy. This procedure is generally relevant to the problem of capturing meetings and talks and providing a searchable index of these presentations on the Web. (Contains 19 references.) (Author/AEF)

ED 459 831 IR 058 367

Byrd, Donald
Music-Notation Searching and Digital Libraries.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Library of Congress, Washington, DC.; Department of Commerce, Washington, DC.
PUB DATE- 01
NOTE- 9p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not

that underlie many academic digital libraries on the one hand and more literary hypertexts on the other. Since encoding guidelines such as those from the TEI provide collection designers with far more options than any one project can realize, this paper describes which structures were used to organize the collection and why. Particular emphasis is on the importance of mining historical "authority lists" (encyclopedias, gazetteers, and so on) and then generating automatic "span-to-span" links within the collection. (Contains 35 references.) (Author/AEF)

ED 459 850 IR 058 386

Brown, Michael S.; Seales, W. Brent
The Digital Atheneum: New Approaches for Preserving, Restoring and Analyzing Damaged Manuscripts.
PUB DATE- 01
NOTE- 8p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Cooperative Programs; Electronic Libraries; Foreign Countries; Library Acquisition; *Manuscripts; *Preservation
IDENTIFIERS- British Library (England); Digital Data; *Digital Technology; *Digitizing; National Science Foundation

There are now major efforts being undertaken throughout the world to digitize and preserve significant materials. Digital acquisition, which is the conversion of physical materials into a digital format, allows the possibility of efficient dissemination, and serves as a means of preservation. This paper presents research focused on developing new techniques and algorithms for the digital acquisition, restoration, and study of damaged manuscripts. It presents results from an acquisition effort in partnership with the British Library, funded through the National Science Foundation (NSF) DLI-2 (Digital Library Initiative Phase Two) program, designed to capture 3-D models of old and damaged manuscripts. It is shown how these 3-D facsimiles can be analyzed and manipulated in ways that are tedious or even impossible if confined to the physical manuscript. In particular, the paper presents results from a restoration framework developed for "flattening" the 3-D representation of badly warped manuscripts. (Contains 17 references.) (AEF)

ED 459 851 IR 058 397

Helms, Cynthia Mae; Nelson, Judith
Information/Reference Desk Procedures Manual.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Equipment; Library Personnel; *Library Policy; *Library Services; Methods; Occupational Information; *Reference Services

functions (Overall, students were satisfied with services offered, but maintaining this satisfaction may prove difficult due to enrollment growth, unless additional resources are directed toward Student Affairs); (3) Student Activities--students not involved in activities indicated external reasons that prohibited participation (Students supported the increase in activities fees from $0.53 to $1.00, and they also indicated they would like to see intramural sports and continued emphasis on activities that involve families); (4) Academic Advising--advising was often viewed as unorganized and confusing, and arranging meetings with faculty was difficult (Providing students with more tools to self-advise or gain assistance in enrolling appears necessary); and (5) Access--students were concerned about a lack of access to childcare, libraries, labs, bookstores, and records offices. Making the college more accessible may require adjustments to the times services are offered or more emphasis placed on electronic delivery of services. Appendices include focus group session outlines and questions, and student demographics. (KP)

ED 459 871 JC 020 062

Lundell, Dana Britt, Ed.; Higbee, Jeanne L., Ed.
Theoretical Perspectives for Developmental Education.
PUB DATE- 01
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bachelors Degrees; Basic Skills; Basic Writing; *Community Colleges; *Compensatory Education; Culture; *Developmental Studies Programs; *Educational Theories; Educationally Disadvantaged; Learning Problems; Mathematics; Minority Groups; *Remedial Programs; Sciences; Transfer Students; Two Year Colleges
IDENTIFIERS- *Minnesota General College

This monograph from the University of Minnesota General College (GC) discusses theoretical perspectives on developmental education from both new and established standpoints. GC voluntarily eliminated its degree programs in order to focus on preparing under-prepared students for transfer to the university system. GC's curricular model includes a multi-disciplinary range of base curriculum courses integrating both skills and academic content. This model, which does not focus on traditional skills-based models for developmental education, provides students with a range of perspectives and academic training for continuing work directly in their majors. In this monograph, GC faculty and staff offer perspectives on the theoretical foundations of developmental education. Papers are divided into the following categories: (1) New and Revisited Theories for Developmental Education, with articles by Carl J. Chung, Jeanne L. Higbee, Patrick Bruch, and Dana Britt Lundell and Terence Collins; (2) Culture and Constructivism, with articles by Heidi Lesley Brajas, Mark H. Pedelty and Walter R. Jacobs, Rashne Jehangir, and David L. Ghere; (3) Literacy and Composition, with articles by Amy M. Lee, Thomas Reynolds, and Ditlev S. Larsen; and (4) Theories for Math and Science, with articles by Randy Moore, Allen B. Johnson, Thomas Brothen and Cathrine A. Wambach, and D. Patrick Kinney. Each paper contains references. (NB)

ED 459 872 JC 020 064

Gibson-Harman, Kim

Undertaken by the Federation for Continuing Education in Teaching Institutions.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Access to Education; *Associate Degrees; *Career Development; College Curriculum; Community Colleges; Degrees (Academic); Educational Demand; *Educational Technology; Foreign Countries; Program Implementation; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Hong Kong

In an effort to increase access to education and set up a comprehensive qualification framework, Hong Kong's Education Commission made key recommendations to the government in May 2000. Those recommendations included the development of a diversified, multi-channel, multi-layer higher education system. Three of Hong Kong's higher education institutions launched the Associate Degree (AD) program, loosely modeled on the United States and Canadian Associate of Arts degree programs. The AD program in Hong Kong should serve to develop a more diversified higher education structure and fulfill the need for a more highly educated workforce. A 60% increase in enrollment is a planning target--a total additional postsecondary enrollment of 82,400. The AD program structure requires 450 contact hours in a 2-year curriculum. Twenty percent of the AD curriculum should include non-specialized general education in those programs that are highly specialized. For other less specialized disciplines, the general education proportion should be closer to 40%. AD graduates should possess a solid foundation of generic skills, including Chinese and English languages, basic information technology applications, and interpersonal, communications, quantitative, and analytic skills. (Contains 23 references.) (NB)

ED 459 892 JC 020 092

Tichenor, Stuart
Technical Training and General Education: Can We Really Provide Both?
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Associate Degrees; Basic Skills; Community Colleges; *Curriculum Development; *Education Work Relationship; Educational Objectives; *General Education; Job Skills; *Program Implementation; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Oklahoma State University Okmulgee

This document focuses on the ability of Oklahoma State University-Okmulgee Community College to effectively incorporate technical training with general education. It emphasizes that in the past, technical training and general liberal arts education were seen and operated as two distinct, somewhat unrelated programs. Changes in the demands and needs of business and industry make incorporating the two fields a necessity. Employers believe that one of two things happens in postsecondary education: (1) students graduate from a liberal families. The inventory profiles a wide range of initiatives and is designed to serve as a resource for local program directors, community members, administrators, and other partners. Following a quick reference guide providing an overview of 37 publicly funded programs, the report presents detailed profiles of the following types of efforts: (1) program and services provided to pregnant women and children birth to three years; (2) systems development initiatives coordinating services and producing policy or broad-level systems change to improve the quality and availability of services and access to services; and (3) public education campaigns to increase public awareness of important issues related to the health and well-being of children from birth to age three. For each program or service, the profile includes a description of the program goals, key services, the administering agency, budget, and eligibility criteria; these profiles also list program capacity, geographic areas served, outreach/identification methods, staff education or training requirements, and key indicators used to measure outcomes. The profiles for systems development initiatives include the program mission and goals, key activities, administering agency, local agency, target population, geographic areas covered, organizational structure and process, partners and participants, and year initiated. The public education campaign profiles include a program description and purpose, key messages, administering agency, budget, target audience, geographic areas served, program capacity, outreach/distribution methods, and indicators of campaign success. (KB)

ED 459 912 PS 029 976

Daniel, Jerlean; Clarke, Theresa; Ouellette, Mark
Developing and Supporting Literacy-Rich Environments for Children. Issue Brief.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Beginning Writing; Early Childhood Education; Environmental Influences; *Literacy; Program Descriptions; *State Action; State Programs; Young Children

Asserting that early reading success is a strong predictor of academic success in later grades and that the early childhood years (birth through age 8) are critical for literacy development, this issue brief explores actions states can take to develop and support literacy-rich environments for children. Following an introductory summary, the brief highlights the current problem of lack of literacy development in some children and describes what is present in a literacy-rich environment. The brief then discusses actions for state policy makers: (1) raise public awareness; (2) provide resources and information; (3) improve professional development of teachers; and (4) increase access to literacy-rich environments. The brief also describes efforts to support literacy-rich environments in Connecticut, Delaware, Michigan, Missouri, North Carolina, Ohio, South Carolina, and Wisconsin. (EV)

ED 459 913 PS 029 977

equal access to education for boys and girls, reducing maternal mortality, and ending violence against girls and women. The report describes several partnerships with individuals, foundations, and corporations and delineates international celebrity spokespersons. A map details the locations where UNICEF is involved. Information is included on UNICEF's income (by source of funding) for each nation and agency. The report also delineates expenditures by sector, noting that 33 percent of expenditures were for child and maternal care and 16 percent for education and early childhood care and development. The funds from regular resources targeted for particular programs are listed by country. The report concludes with contact information for various UNICEF committees. (KB)

ED 459 932 PS 030 012

UNICEF Annual Report, 2001.
PUB DATE- 01
NOTE- 39p.; For 2000 annual report, see PS 030 011.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; Annual Reports; Budgets; Child Advocacy; *Child Health; *Children; *Childrens Rights; Developing Nations; Elementary Secondary Education; Foreign Countries; *Immunization Programs; Organizations (Groups); Program Descriptions; Public Opinion; Sexuality
IDENTIFIERS- *Coalitions; *UNICEF; United Nations

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities to reach their full potential. This report details the accomplishments and activities of UNICEF for the year 2000. The report begins with a timeline describing major accomplishments from 1990 to 2000 and the mission statement. The overview statement from the executive director pledges that UNICEF will continue to build partnerships dedicated to mobilizing the resources necessary to realize children's rights and meet their basic needs. The report next describes the Global Movement for Children as a coalition of governments, United Nations agencies, nongovernmental organizations, private sector and community groups, and families and children who are dedicated to improving children's lives. The accomplishments of UNICEF in 2000 are then detailed, including implementing immunization programs, improving access to education, providing children and adolescents with opportunities for participation in community life, and using media to reinforce health messages to children and adolescents and inform them of their rights. The report describes programs in partnership with the corporate community and delineates international celebrity spokespersons. Information is included on UNICEF's income (by source of funding) for each nation and agency. The report also delineates expenditures by sector, noting that 40 percent of expenditures are for child health and 18 percent for education. The funds targeted for particular programs are listed by program. The report concludes with contact information for various UNICEF committees. (KB)

ED 459 933 PS 030 013

No Guns, Please. We Are Children!
PUB DATE- 01

(28) first-grade readiness; (29) first-grade failure rates; (30) overage for grade three; (31) special education; (32) achievement trends; (33) Palmetto Achievement Challenge Test; (34) dropout rates; (35) adolescents not in school or employed; (36) sexual activity and pregnancy; (37) alcohol use; (38) heavy drinking; (39) drugs; (40) juvenile delinquency; and (41) adolescent deaths. Statewide data and summary information are provided for each indicator. Fifteen tables are included and summarize specific indicator information. The report's findings indicate that too many children are at risk of not growing up to become self-supporting adults, with 25.1% in single-parent families, 21% in poverty, 30.9% not graduating from school, 37.4% of high school students using alcohol, and 12.8% using drugs each month. (SD)

ED 459 949 PS 030 037

Holmes, A. Baron
South Carolina Kids Count, 2001.
PUB DATE- 01
NOTE- 25p.; For the 2000 report, see PS 030 036.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; Delinquency; Demography; Disabilities; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Women; Family Income; Health Needs; Infant Mortality; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Sexuality; Smoking; *Social Indicators; Special Needs Students; *State Surveys; Substance Abuse; Tables (Data); Violence; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; Out of Home Care; Risk Taking Behavior; Sexually Transmitted Diseases; *South Carolina; Vaccination

This Kids Count report examines statewide trends in the well-being of South Carolina's children. The statistical portrait is based on 42 indicators in the areas of demographics, family, economic status, health, readiness and early school performance, scholastic achievement, and adolescent risk behaviors. The indicators are: (1) population; (2) births to teen mothers; (3) births to mothers not completing high school; (4) births to single mothers; (5) divorce rate; (6) single-parent family; (7) parents working; (8) abuse and neglect; (9) family violence; (10) separation from parents; (11) out of home placements; (12) adult/child ratio; (13) poverty; (14) barriers to self-sufficiency; (15) income; (16) child support payments; (17) prenatal care; (18) low birth weight; (19) infant mortality; (20) childhood injuries and deaths; (21) immunization; (22) sexually transmitted diseases; (23) healthy lifestyles; (24) tobacco use; (25) disabilities; (26) emotional and behavioral disorders; (27) inadequate health care; (28) ambulatory care; (29) first-grade readiness; (30) first- through third-grade failure rates; (31) overage for grade three; (32) special education; (33) achievement trends; (34) Palmetto Achievement Challenge Test; (35) dropout rates; (36) adolescents not in school or employed; (37) sexual activity and pregnancy; (38) alcohol use; (39) heavy drinking; (40) drug use; (41) juvenile delinquency; and (42) adolescent deaths. Statewide data and summary information are provided for each indicator. Thirteen tables are included and summarize specific indicator information. The report's findings indicate that too

Environment," including information on the child's place in the substance-abusing family, attachment and substance abuse, and risk and protective factors in the community, school, family, and among peers; (4) "The School and Classroom Environment," elaborating on the roles of various staff in working with substance-exposed children, ways to build in protective factors in the classroom and school environment, including a self-evaluation for the school and classroom settings; and (5) "Behaviors and Interventions," discussing motor, language, cognitive, and social/emotional development and suggesting ways teachers and caregivers can work with substance-exposed children in each area within a child-centered curriculum. Each part of the workbook includes an initial page providing directions for completing the lesson within each part. Resource information, copies of the training fact sheets, and lesson worksheets follow each direction page. The workbook concludes with a glossary of relevant terms and acknowledgments. This videotape asserts that there is no typical profile for children who are exposed to drugs during prenatal development and encourages educators to identify students' individual strengths and vulnerabilities and tailor interventions to meet their needs. (KB)

ED 459 963 PS 030 062

Colker, Laura J.
Helping Preschoolers Grow Up Alcohol and Drug Free. Building Blocks Guide for Parents.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 30p.; Accompanying picture books not available from ERIC. For the Guide for Caregivers, see PS 030 063.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; *Child Rearing; Childhood Needs; Childrens Literature; *Drinking; *Drug Use; Parent Child Relationship; Parent Role; *Preschool Children; Preschool Education; *Prevention; Substance Abuse

The Building Blocks program uses six picture books to show preschoolers the kinds of skills and behaviors they should be developing now that will protect them from alcohol and drug use later. This Building Blocks guide for parents of children working with the program at their child care center gives information and activities to work with children at home to help them build: (1) self-concept and self-confidence; (2) a sense of personal responsibility; (3) trust in self and others; (4) an understanding of the difference between fantasy and reality; and (5) the ability to solve problems. The guide summarizes the picture books used in the program and suggests activities to do at home. Also included are a description of the parents' role in rearing a drug-free child, answers to questions parents often ask about alcohol and other drugs, and sources of information on alcohol and other drug abuse prevention. (HTH)

ED 459 964 PS 030 063

Colker, Laura J.
Helping Preschoolers Grow Up Alcohol and Drug Free. Building Blocks Guide for Caregivers.

Pewewardy, Cornel D.
Culturally Responsive Teaching for American Indian Learners.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Kansas Institute on Effective Teaching Practices for Indian Education (Lawrence, KS, November 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Cognitive Style; Cultural Awareness; Cultural Differences; *Culturally Relevant Education; Educational Needs; Elementary Secondary Education; Multicultural Education; Racial Bias; Self Esteem; *Teacher Characteristics; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- American Indian Students

Teachers in a multicultural society need to respect cultural differences, know the cultural resources their students bring to class, and be skilled at tapping into learners' cultural resources in the teaching-learning process. They must believe that all students are capable of learning, and they must implement an enriched curriculum for all students. It is important to avoid cultural stereotypes. Instead, teachers should respond to the individual and identify and explore his or her values. Enhancing the self-concept of American Indian learners is essential to their effective education. Helping learners recognize their heritage and giving them a sense of belonging as well as a sense of their uniqueness as American Indian are equally essential. For many teachers of American Indian children, major changes in behaviors, attitudes, and values are required. Non-native people must learn that tribes have a unique government-to-government relationship with the federal government and that American Indians have dual citizenship: tribal and U.S. citizenship. Culturally responsive teachers understand that the classroom is an ecology of language, culture, and thought. When evaluating American Indian learners, teachers should be aware of cultural differences. Conventional program evaluation standards often omit the nuances of ideographic and phenotypic attributes of people of color. Respect for the cultural differences of students begins by acknowledging that there is no one correct way to learn and that every child brings the culture of their own home and community to school. (Contains 55 references.) (TD)

ED 459 982 RC 023 336

Pollakoff, Anne Rogers, Ed.
Rural Schools: Small Schools, Teacher Preparation, Place-Based Education.
PUB DATE- 02
NOTE- 27p.; Published 10 times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *College School Cooperation; Consortia; Elementary Secondary Education; Federal Aid; Higher Education; Politics of Education; *Preservice Teacher Education; Rural Education; *Rural Schools; School Districts; Service Learning; *Small Schools; Teacher Education Programs
IDENTIFIERS- Appalachia; *Place Based Education; Sense of Community

This theme issue of Basic Education contains five articles on

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculus; College Curriculum; Computer Software; *Computer Uses in Education; *Differential Equations; Higher Education; *Learning Strategies; *Mathematics Education; *Problem Solving; Teaching Methods
IDENTIFIERS- StarLogo Programming Language

Massively parallel programming languages, like StarLogo, provide a rich environment for introducing differential equations to students with an unsophisticated mathematical background. This paper describes the basic software for stimulating and monitoring various population dynamics. Simple differential equations that describe the observed dynamics are introduced. The same environment is then used to explore solutions to the differential equations using Euler's method. Many solutions can be displayed simultaneously and viewed as a flow, which is easier to understand than the more traditional slope fields. All software is written in StarLogo, a massively parallel version of Logo, and can be easily modified, thus permitting students to embark on their own explorations. (Contains 10 references.) (Author/YDS)

ED 460 003 SE 065 494

Guerrieri, Bruno
Use of a Colony of Cooperating Agents and MAPLE To Solve the Traveling Salesman Problem.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual International Conference on Technology in Collegiate Mathematics (12th, San Francisco, CA, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; College Curriculum; Computer Software; *Computer Uses in Education; Higher Education; Mathematics Education; *Problem Solving; *Teaching Methods; World Wide Web
IDENTIFIERS- *MAPLE Computer Algebra System

This paper reviews an approach for finding optimal solutions to the traveling salesman problem, a well-known problem in combinational optimization, and describes implementing the approach using the MAPLE computer algebra system. The method employed in this approach to the problem is similar to the way ant colonies manage to establish shortest route paths from their colonies to feeding sources and back. The method is compared to more traditional methods such as the Lin-Kernighan approach, or Neighborhood graph (proposed by Johnson and McGeoch) and other "evolutionary" methods such as simulated annealing and genetic algorithms. (Author/DDR)

ED 460 004 SE 065 496

Harshbarger, Ronald J.; Upshaw, Jane
The Use of Mathematical Modeling in an Interdisciplinary Setting.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculus; College Curriculum; *Educational

schools and in educational work with young people. The multifaceted documentation, on CD-ROM, booklet and a Web site is aimed at a broad international and educational audience, in Germany and the English-speaking world. The CD-ROM contains substantial supplementary material and project descriptions that illustrate the entire thematic context and serve as reference work for questions about Holocaust education in Germany. Various entry points have been built into the project to enable the CD-ROM user to access this documentation based on his/her own needs and questions. All materials can be downloaded, printed, and used without computers. The project's booklet is divided into six sections: "Preface" (Uwe-Karsten Heye, Joachim Sartorius, and Ulrich Bopp); "Introduction" (Regina Wyrwoll); "Holocaust Education in the United States and Germany" (Sybil Milton); "Education on National Socialism and the Holocaust" (Annegret Ehmann and Hanns-Fred Rathenow); "Chronology"; and "How To Use the CD-ROM." (BT)

ED 460 028 SO 033 320

Thornton, Stephen J.
Subject Matter in Social Studies Teacher Education.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; Higher Education; *Knowledge Base for Teaching; Liberal Arts; Preservice Teacher Education; *Social Studies; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Alternative Conceptions

Any comprehensive scheme of teacher education must confront the fact that the purposes, content, and methods of college liberal arts courses may hold limited relevance to the subject matters of the school curriculum. It has become customary to divide the education of U.S. social studies teachers into two main parts: liberal arts courses and work in education. The old teachers' colleges were organized to address the subject matter demands of teaching, but today, at state universities, responsibility for teacher education is commonly diffused. No one entity is responsible for assuring teachers' proper preparation in the pedagogical demands of subject matter. This paper outlines and discusses some approaches to subject matter education: inservice education through curriculum reform; standard college courses; and subject matter as only one of several important and interdependent elements of teacher education. The paper outlines an alternative approach to subject matter for educating the educators. It should be based on what teachers will be expected to teach, not merely the current interests of academicians. Social studies connects the student's personal experience with disciplinary and other subject matters, and their broader social significance. Educating teachers to bring about this kind of social studies program has been a challenge for teacher educators since the field was first conceived. (Contains 17 references.) (BT)

ED 460 029 SO 033 373

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Economic Research; *Educational Finance; Educational Research; Elementary Secondary Education; *Expenditures; Foreign Countries; *Government Role; Postsecondary Education; *School Funds; Student Costs
IDENTIFIERS- *Mexico

Research has shown that education in Mexico has played a crucial role in the process of earnings formation and that returns to education have increased only in the higher levels of education and in the upper tail of the conditional earnings distribution. This paper examines the public educational expenditure patterns in the face of possible further increases in earnings inequality. Several benefit-incidence analyses are carried out bringing together two important and unique sources of information unit cost per student by state and by educational level as well as data from the households income and expenditures surveys. Some results are: (1) at national level the poorest income groups receive the bulk of primary education subsidy (federal plus state expenditures), while at higher levels of education they receive progressively smaller subsidies; and (2) government's educational expenditure pattern changes across regions. It is also shown that public expenditure at the tertiary level is more regressive than the pattern of household expenditure. A large share of public resources given to this level of education tends to favor non-poor students in urban areas. A strategy to reallocate the education public expenditures from a higher level to a lower level of instruction to favor the poor groups has to involve the development of higher educational credit markets, meaning that the government's appropriate role could be to help overcome market failures in the financial sector, which limit the availability of long-term finance for investments in higher education. This paper is part of a comprehensive work meant to build a poverty and inequality strategy for Mexico. Includes 20 figures, 3 tables, and 9 notes. (Contains 29 references.) (Author/BT)

ED 460 049 SO 033 472

Vawda, Ayesha Yaqub; Moock, Peter; Gittinger, J. Price; Patrinos, Harry Anthony
Economic Analysis of World Bank Education Projects and Project Outcomes. Policy Research Working Paper.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Economic Research; Expenditures; Global Approach
IDENTIFIERS- Outcome Oriented Evaluation; *World Bank

Research reported in this paper tests the hypothesis that World Bank education projects for which the project appraisal documents are judged "good" have a higher probability of leading to successful outcomes than projects for which the appraisals are judged "poor." The research draws on project document evaluations carried out in 1993 and 1998. Analysis shows a strong relationship between the quality of cost-benefit and cost-effectiveness analysis and the quality of project outcomes. Economic analysis of projects is a tool for weeding out potentially poor investments and selecting potentially worthwhile ones. The economic analysis can be used to select among alternative projects or to redesign project components so understanding of the geography of their neighborhood, and compare and contrast their area with other areas both near and far. Noting that experiences with maps enables students to see how they are representations of specific locations, the lesson points out that geographic information gathered by students, under teacher guidance, can be used to draw conclusions and make inferences about a place. The lesson addresses the geographic literacy strand of the California History-Social Science Framework by helping students understand what a map is. Students gain a geographic awareness of place and location through the mapping of a lunch tray, their classroom, and their school. Group interaction and participation skills are learned as students make maps of human movement introduced through selected stories from literature. They make maps individually and in groups. The lesson suggests a time period for completion (6-8 weeks); provides focus questions, and offers literacy links. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It also suggests extended and correlated activities and identifies the five themes of geography: location, place, human-environment interaction, movement, and regions. Contains extensive resources. Appended is a sample homework letter and additional exercise sheets. (BT)

ED 460 069 SO 033 528

Porter, Priscilla
It's about Time: Kindergarten Model Lesson for Standard 5. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 25p.; For other lesson plans, see SO 033 525-529.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Concept Formation; *Kindergarten; Literacy; Primary Education; School Culture; *Social Studies; *State Standards; *Time
IDENTIFIERS- *Calendars; *California; California History Social Science Standards

In this unit, students develop concepts of "time" as they place events in temporal order. The focus is on the routine events of a school day, the days of a week, the months of a year, and the use of a calendar. The 4-week unit provides background information for the teacher, presents literacy links, identifies materials needed, and offers focus questions. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The assessment of the lesson is integrated with the instruction and occurs throughout the lesson. It is recommended that student work be assembled into a portfolio and suggests some evidence of attainment work . Lists 22 resources for the sample topic. A sample parent letter, questionnaire, and several handouts are appended. (BT)

ED 460 070 SO 033 529

Roth, Patsy; Porter, Priscilla
Rules and Responsibilities: Grade 1 Model Lesson for Standard 1. California History-Social Science Course Models.
PUB DATE- 00
NOTE- 34p.; For other lesson plans, see SO 033 525-528.
LANGUAGE- English

provides an index of exemplary CTL projects by subject area. The final section presents the CTL project descriptions for both K-12 schools and undergraduate/graduate teacher education. (SM)

ED 460 087 SP 040 426

Freytag, Cathy E.
Teacher-Parent Communication: Starting the Year off Right.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Biennial Meeting of the Kappa Delta Pi International Honor Society in Education (43rd, Orlando, FL, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Feedback; Middle Schools; *Parent Attitudes; *Parent Teacher Cooperation; Parents; Secondary School Teachers
IDENTIFIERS- Communication Channels

This study of parent-teacher communications was in response to an administrative inquiry regarding the status of home-school interactions at a suburban Florida middle school. The Parent Communication Survey (PCS) was developed to assess parents' concerns relative to parent-teacher communication (what parents wanted to hear, how they wished to be contacted, and how teachers might improve the quality of their interactions with parents). A total of 86 parents volunteered to complete the PCS. This convenience sample included parents of typically performing students, gifted students, and students with learning disabilities. Data analysis indicated that of the modes of communication listed on the PCS, parents preferred (in descending order) telephone calls home, electronic mail, and notes in the planner. They typically did not wish to be contacted at their workplace regarding school issues. Parents wanted to hear about students' academic progress and concerns, behavioral concerns, social-emotional development, and curricular issues. Parents believed that home-school communications could be improved in the areas of collaboration, consistency, and specificity. (Contains 17 references.) (SM)

ED 460 088 SP 040 427

Kesner, Rebecca J., Ed.
Online Learning for Teachers.
PUB DATE- 01
NOTE- 6p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Online Courses; *Online Systems; Teaching Methods

This newsletter contains two articles on teacher use of educational technology. The first article, "Online Learning for Teachers," (Stephen G. Barkley) explains that online learning has the ability to multiply both the effectiveness and efficiency of traditional onsite training by eliminating the need for travel. It describes the five components of learning that are the foundation of effective professional development (knowledge acquisition, modeling, practice, observation, and coaching) and discusses the blending of online and onsite

ED 460 107 SP 040 459

Christenbury, Leila
Recreating the Classroom. Presidential Address.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *English; Public Education; *Teacher Participation; Teaching (Occupation)
IDENTIFIERS- National Council of Teachers of English

This paper discusses how teachers can remain in the teaching profession when they are told to implement directives over which they have little control and into which they have had little or no input, typically being the last to be consulted regarding educational change and reform. It suggests that teachers must recreate education and reclaim the classroom in the face of anyone who will try to shape the classroom and teacher discourse with students. The paper explains that the National Council of Teachers of English (NCTE) is more important now than ever because it unites teachers' voices and supports them in their efforts. It describes the NCTE and its history, focusing on what the NCTE stands for (writing, literature, integrated language arts, diversity, knowledgeable and caring teachers, advocacy, and public education). Finally, it examines the future and NCTE, explaining NCTE's role in helping to recreate the classroom. NCTE is a place where teachers can share what they know about teaching and learning, a professional home, and a place that believes that teaching is a marriage of the soul and the mind. (SM)

ED 460 108 SP 040 461

Glickman, Carl D.
Leadership for Learning: How To Help Teachers Succeed.
PUB DATE- 02
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Faculty Development; Instructional Leadership; *Teacher Competencies; Teacher Evaluation; *Teacher Improvement; *Teaching Skills

This book provides instructional leaders with guidance and insight to help them work successfully with teachers to improve classroom teaching and learning. It goes beyond the basics of supervision to place the work of instructional leadership within the context of whole-school improvement. The book offers scenarios describing interactions with teachers of diverse backgrounds and skill levels and provides information on summative and formative assessment of teachers. The seven chapters are: (1) "Looking at Classroom Teaching and Learning"; (2) "Structures for Classroom Assistance"; (3) "Formats for Focusing Observation"; (4) "Approaches to Working Closely with

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Paraprofessional School Personnel; Preservice Teacher Education; *Teacher Recruitment; Urban Schools
IDENTIFIERS- ERIC Digests

This digest examines the qualities that make paraeducators good candidates for teaching, particularly in diverse, urban schools. It discusses the critical aspects of programs that prepare paraeducators as classroom teachers. Paraeducators and other education support personnel (ESP) already have classroom experience, are more likely to live in the community where they work, often have significant experience working in public schools, and are often minority group members. When trained as teachers, they tend to stay in the classroom longer and achieve at higher levels than teachers from traditional teacher preparation programs. Barriers that paraeducators and other ESP face in achieving teacher certification include financial constraints, family considerations, time limitations, and institutional barriers. Key components of effective paraeducator-to-teacher programs include: strong collaboration between a local school district that employs paraeducators and a nearby university; a recruitment and selection process that gives an active role to partnering school districts; admissions criteria that blend traditional and nontraditional measures; teacher preparation curriculum that fits the needs of program participants; comprehensive academic and social support for participants; and tuition and other financial assistance. (Contains 18 references.) (SM)

ED 460 128 SP 040 507

Summerfield, Liane M.
Preparing Classroom Teachers for Delivering Health Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Health Education; Higher Education; Preservice Teacher Education; Teacher Certification; *Teacher Competencies
IDENTIFIERS- ERIC Digests; *Health Educators

This digest examines the preparation of classroom teachers in health, noting what teachers should know to effectively provide school health education. Most states and school districts require some health education. Health is generally taught by regular classroom teachers in elementary school, by classroom teachers with some health certification in middle school, and by teachers with health credentials in high school. Few states require coursework in health for prospective elementary teachers, while one half of the states require it for middle school teachers. Lack of teacher preparation is a major obstacle to implementing high quality school health education. Several factors hinder teacher preparation in health, including lack of time in the preservice curriculum and emphasis on standardized testing. Standards for teacher preparation in health education include: provide elementary teachers with strategies for infusing health instruction into the curriculum step procedure for analyzing statistical data in which researchers first evaluate the probability of an observed effect statistically (i.e., statistical significance), and, if and only if, it can be concluded that the underlying finding is too improbable to be due to chance, then they assess its magnitude or effect size (practical significance). This technique is extremely useful when conducting null hypothesis significance tests that have sufficient statistical power. However, if statistical power is lacking, then the first step, which serves as the "gatekeeper" for computing effect sizes, may lead to the nonreporting of a nontrival effect. When multiple tests of statistical significance are conducted, adjustments for inflated Type I error rates should be made to ensure that the actual error rate does not exceed its nominal value. Unfortunately, when multiple tests are undertaken with an adjusted alpha, the statistical power of any particular test is lowered. This paper expands on the Robinson and Levin model by proposing a three-step procedure when five or more hypothesis tests are of interest within the same experiment. In this case, the third step involves the use of a binomial test of result direction (including confidence intervals and effect sizes) to determine whether the number of results falling in a certain direction represents chance by assuming that the probability of any particular result direction is 0.5 under the null hypothesis. (Contains 1 figure, 2 tables, and 85 references.) (Author/SLD)

ED 460 147 TM 033 621

Sultana, Qaisar
The University Writing Requirement: A Study of the Reliability of Scores.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; Essays; Higher Education; *Reliability; *Scores; Scoring; *Writing Tests
IDENTIFIERS- Eastern Kentucky University

This study examined the reliability of scores assigned to the essays written by Kentucky students to meet the University Writing Requirement (UWR) at Eastern Kentucky University. Two sets of essays, 50 each, on the same prompt that had been read and scored in 1989 and 1997 by trained UWR scorers were read by 7 UWR scorers in 2000. A correlation was performed between the initial scores and the scores assigned in 2000. Correlation coefficients of 0.49 and 0.78 respectively were found between the 1989-2000 and 1997-2000 scores. Both correlations were positive. The correlation between 1989-2000 scores was weaker than the correlation between 1997-2000 scores. It appears that the reliability of scores among the UWR scorers was weaker over an 11-year period (1989-2000) compared to a 3-year period (1997-2000). It is concluded that the reliability of scores among UWR readers was going down with the passage of time. UWR policy, scoring rubric, and writing prompt statement are appended. (Author/SLD)

ED 460 148 TM 033 622

Restauri, Sherri L.; King, Franklin L.; Nelson, J. Gordon to Work Programs

This brief updates an overview of welfare benefits and services in Texas in 1997, when House Bill 1863 and the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996 first went into effect. Since 1997, Texas and 12 other states from the Assessing the New Federalism study have implemented many changes in social safety net services. This brief highlights Temporary Assistance for Needy Family (TANF) benefits and employment services, workforce development, child care, and child welfare. It presents a demographic, economic, and political overview of the state, describing its safety net structure and summarizing changes in caseloads since 1997. It examines changes in the TANF/workforce development, child care, and child welfare systems. Texas remains a low-benefit state with the highest rate of children without health insurance and nearly the lowest TANF and Medicaid benefit, eligibility, and coverage level among the states studied. Texas is ahead in implementing provisions of the Workforce Investment Act. Child care coverage has increased since 1997. Child welfare remains a state-administered system. The devolution of workforce development and child care programs to local workforce development boards has created large variation in service availability, quality, and efficiency statewide. (Contains 28 endnotes.) (SM)

ED 460 168 UD 034 386

Botsko, Christopher; Snyder, Kathleen; Leos-Urbel, Jacob
Recent Changes in Florida Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 2. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.
PUB DATE- 01
NOTE- 23p.; Also supported by the Stuart Foundation. For additional State Update reports, see UD 034 385-389.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; Day Care; Early Childhood Education; Employment Services; Federal Programs; Low Income Groups; Political Influences; Social Influences; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Florida; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

This brief examines changes in Florida's welfare-to-work, child care, and child welfare systems since 1997, presenting information from visits conducted in 1999 and 2000. It profiles Florida's population, economy, and politics, reviewing its income support and social services safety net. Three sections detail current policies and recent changes in Temporary Assistance for Needy Families (TANF) and employment and

ED 460 186 UD 034 631

Wong, Kenneth K.; Anagnostopoulos, Dorothea; Rutledge, Stacey; Edwards, Claudia
The Challenge of Improving Instruction in Urban High Schools: Case Studies of the Implementation of the Chicago Academic Standards.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Accountability; Administrator Attitudes; Board of Education Policy; Case Studies; Educational Improvement; High Schools; Standardized Tests; *Student Evaluation; Teacher Attitudes; *Urban Schools
IDENTIFIERS- African Americans; Chicago Public Schools IL

In 1998, the Chicago Public Schools piloted the Chicago Academic Standards Exam (CASE) to assess how well students had learned the content and processes delineated in the Chicago Academic Standards (CAS) and Frameworks. This report examines the implementation of district curricular standards and assessments and the effects on teaching in four high schools. Researchers collected district-level curricular standards, materials concerning the CASE given to schools and teachers, and the district's Programs of Study. They interviewed central office administrators involved in developing and implementing the standards and assessments and teachers and administrators at the four schools regarding their responses to the CAS and CASE. They observed teachers at each school teach the same lesson and gathered work from high- and low-achieving students in those classes. Results indicated that district-wide standards in English represented multiple curricular and instructional goals; stated goals were displaced as standards were translated into the Programs of Study and CASE; teachers' curricular decisions and instructional choices were very similar across schools; teachers responded most to regulatory aspects of the standards and assessments (with the CASE exam structuring the curriculum); and teachers received only limited professional development regarding the standards and assessments. (Contains 17 tables and 18 endnotes.) (SM)

ED 460 187 UD 034 632

Huang, Min-Hsiung; Hauser, Robert M.
Convergent Trends in Black-White Test-Score Differentials in the U.S.: A Correction of Richard Lynn. CDE Working Paper.
PUB DATE- 00
NOTE- 43p.; Supported by the Institute of European and American Studies, Academia Sinica, Taiwan, and by the Vilas Estate Trust.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Blacks; Elementary Secondary Education; Intelligence; *Racial Differences; *Social Influences; Socioeconomic Status; Standardized Tests; *Vocabulary Skills
IDENTIFIERS- General Social Survey

Using aggregate data from the General Social Survey (GSS) 1974-96, Lynn (1998) claims that the black-white intelligence difference in the United States has not been narrowing over expended on reintegration and after-care once clients exited the program; little or no follow up to track progress; difficulty with family involvement; and lack of attention to clients' mental health needs. Three appendices present Statute Public Act 00-172 and revised criteria and charts of program statistics and critical issues. (SM)

ED 460 206 UD 034 656

Dworsky, Amy; Courtney, Mark E.
Self-Sufficiency of Former Foster Youth in Wisconsin: Analysis of Unemployment Insurance Wage Data and Public Assistance Data. Special Report.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; *Foster Care; *Foster Children; *Income; *Welfare Recipients; Young Adults
IDENTIFIERS- Out of Home Care; *Self Sufficiency; Wisconsin

This study used state administrative data to analyze employment, earnings, and public assistance receipt among former Wisconsin foster youth who exited out-of-home care between January 1992 and December 1998 and were at least 17 years old upon exit. Results suggest that former foster youth who had aged out of care or had been discharged to independent living earned significantly more during the first 8 quarters after discharge than those who had been reunified, placed with relatives, or adopted. As a result, their total income was significantly higher. These findings are consistent with what would be expected if former foster youth who had aged out of care or been discharged to independent living were, in fact, living on their own and supporting themselves, while those who had been reunified, placed with relatives, or adopted were being supported by the families with whom they lived. Former foster youth who had run away or been transferred to institutions were employed in significantly fewer quarters and earned significantly less during the first 8 quarters after discharge than those who had been reunified, placed with relatives, or adopted. Again, their lower earnings were reflected in significantly lower total income. (SM)

ED 460 207 UD 034 657

Quillian, Lincoln; Campbell, Mary
Segregation Forever? Racial Composition and Multiracial Friendship Segregation in American Schools.
PUB DATE- 01
NOTE- 57p.; Paper presented at the Annual Meeting of the American Sociological Association (Anaheim, CA, August 18-21, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Asian American Students; Black Students; Busing; *Diversity (Student); *Friendship; Hispanic American Students; *Minority Groups; *Racial Relations; *Racial Segregation; Secondary Education; White Students
IDENTIFIERS- *Friendship Formation

Data from the National Longitudinal Study of Adolescent Health were used to examine contextual and class influences on interracial friendship formation among black, white, Asian, and Hispanic students in grades 7-12, noting the effect of busing assumptions about high school education (e.g., the best high school is one that provides a little something for everyone, and students deserve to relax during their senior year). (SM)

ED 460 225 UD 034 677

Nichols, Kathryn; Rennie-Hill, Leslie
Educational Success for Youth: Aligning School, Family, and Community.
PUB DATE- 00
NOTE- 382p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Benchmarking; Developmental Continuity; Diversity (Student); Educational Improvement; Educational Research; Elementary Secondary Education; Student Participation; Teacher Expectations of Students; Teacher Student Relationship; Youth Programs
IDENTIFIERS- Oregon; Student Engagement

This report addresses forces affecting Oregon's benchmark goals for education, recommendations about future measurement of the benchmark, research about best practices for improving these standards, and services and programs involved in addressing them. It describes the state of youth and education in Multnomah County through statistics on demographics, school funding and enrollment trends, and youth risk factors and outcomes. It uses data from surveys, focus groups, and academic research to examine which conditions are necessary for educational success, focusing on interpersonal relationships, expectations for students, student engagement, student contributions, and continuity of learning. After discussing strategies for measuring educational success and describing services and programs serving students in Multnomah County, the report offers eight strategies the community should use in order to meet the benchmarks (e.g.; marshalling resources within and outside the school to ensure that all children read at grade level by third grade and finding ways to ensure that expectations for all children are high). Four appendices include a table of youth services, youth focus group and interview protocols, adult stakeholder interview protocol, and Youth Asset Survey results. (Contains 105 references.) (SM)

ED 460 226 UD 034 679

Guide for Implementing Urban Education Reform in Abbott Districts. New Jersey Department of Education Whole School Reform.
PUB DATE- 00
NOTE- 457p.; Prepared by the New Jersey Department of Education Division of Finance and Student Services with contributions from the Public School Districts of Camden, Newark, and Pleasantville.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Curriculum Development; *Early Childhood Education; *Educational Change; Educational Finance; Elementary Secondary Education; Enrollment Projections; School Based Management; *Urban Education; *Urban Schools

Social Policies.
SPONS. AGENCY- Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.
PUB DATE- 01
NOTE- 21p.; For other state reports, see UD 034 385-389 and UD 034 704-708. Also sponsored by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Early Childhood Education; Low Income Groups; *Social Services; State Government; Welfare Recipients; *Welfare Reform; Working Poor
IDENTIFIERS- New Jersey; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families

New Jersey has a history of successfully providing a strong safety net to support low-income families on welfare and the working poor. Despite its emphasis on work and responsibility, it has maintained a high level of support for many public assistance programs. The governor changed the emphasis of New Jersey's welfare program from education and training to immediate employment. This report profiles New Jersey's demographic, economic, and political conditions, then presents an overview of the state's income and social services safety net. The following three sections offer more detail on specific programs and services, describing recent changes, the administrative structure, general service delivery, and important policies affecting each program and program clients. New Jersey's Temporary Assistance for Needy Families (TANF) program, Work First New Jersey, is described, highlighting the state's work-related component for TANF recipients and the overall workforce development system. The next section covers the state's system for providing child care for both Work First New Jersey and non-welfare families. The third section describes the child welfare system, particularly the interaction between child welfare and welfare reform. The report concludes with a summary of key features of the state's programs and service delivery systems. (Contains 13 endnotes.) (SM)

ED 460 246 UD 034 706

Ehrle, Jennifer; Seefeldt, Kristin; Snyder, Kathleen; McMahon, Pat
Recent Changes in Wisconsin Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 8. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New

reproduce well. Supported by U.K. Joint Information Systems Committee (JCDE/NSFKCL).
LANGUAGE- English
EDPS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Oriented Programs; Computer System Design; *Electronic Libraries; Information Retrieval; Library Collections; *Music; Online Searching
IDENTIFIERS- *Music Libraries; *Music Notation

Almost all work on music information retrieval to date has concentrated on music in the audio and event (normally MIDI) domains. However, music in the form of notation, especially Conventional Music Notation (CMN), is of much interest to musically trained persons, both amateurs and professionals, and searching CMN has great value for digital music libraries. One obvious reason little has been done on music retrieval in CMN form is the overwhelming complexity of CMN, which requires a very substantial investment in programming before one can even begin studying music information retrieval. This paper reports on work adding music retrieval capabilities to Nightingale R . Nightingale R is a professional-level music notation editor for the Macintosh computer, written in the C language; it has been marketed commercially for a number of years. Nightingale R , was used as a platform for studying CMN-based music information retrieval by adding several music searching features and commands. The resulting program is called "NightingaleSearch." (Contains 23 references.) (Author/AEF)

ED 459 832 IR 058 368

Geffet, Maayan; Feitelson, Dror G.
Hierarchical Indexing and Document Matching in BoW.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Supported by Israel's Ministry of Science, Culture and Sport.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Databases; Bibliographic Records; Indexes; Information Processing; Information Retrieval; Information Seeking; *Online Searching; Online Systems; Vertical Organization
IDENTIFIERS- *Bibliographic Retrieval Services

An obvious and natural approach to organizing a large corpus of data is a hierarchical index--akin to a book's table of contents. The type of corpus dealt with here is a bibliographical repository, with entries form a limited domain. Given such an index, it is desirable that search results point to relevant locations in the hierarchy, rather than just providing a flat list of entries. This is useful not only to support user searching, but also as an aid suggesting possible places to link new entries that are inserted into the repository. BoW is an online bibliographical repository based on a hierarchical concept index to which entries are linked. Searching in the repository should therefore return matching topics from the hierarchy, rather than just a list of entries. Likewise, when new entries are inserted, a search for relevant topics to which they should be linked is required. The study

IDENTIFIERS- Andrews University MI

This manual ensures that the personnel who work at the Information/Reference Desk of the James White Library, Andrews University carry out similar procedures regardless of their shift. It serves as an orientation tool and a reference guide, and gives procedures for dealing with patrons, answering reference questions, making the right referrals, handling common problems, keeping records, and maintaining the reference room as well as its equipment and supplies. It also shows the differences between services offered to the University patrons versus the community patrons. Samples of forms used at the Reference Desk are included. Contents include: Opening and Closing Procedures; Services; Reference Interview; Customer Relations; Statistics; Telephones; Computers; Printers; Finances; Circulation; Common Problems; Andrews University Patron Privileges; Community Patron Privileges; Area Libraries; Referrals; and Supplies. (AEF)

ED 459 852 IR 058 398

Getzen, Jami, Ed.; VanOstran, Lisa, Ed.; Willoughby, Ed, Ed.
Directory of Michigan Libraries, 2001 thru 2002.
PUB DATE- 01
NOTE- 196p.; For the 1999-2000 directory, see ED 437 975.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; *Library Services; Public Libraries; Regional Libraries; Special Libraries; State Libraries
IDENTIFIERS- *Michigan

This directory provides information about various types of Michigan libraries. The directory is divided into 13 sections: Alphabetical List of Public and Branch Libraries Whose Names Do Not Indicate Their Location; Public and Branch Libraries; Library Cooperatives; Academic Libraries; Regions of Cooperation; Regional Educational Media Centers; Regional and Subregional Libraries; Michigan Documents Depository Libraries; Federal Documents Depository Libraries; Michigan State Agency Libraries; Special Libraries; Library Associations; and School Libraries. Alphabetized in some sections by city and in some sections by title of organization, each entry includes address, phone and fax numbers, and a contact name, which is most often a director. For many of the listings, TDD (Telecommunications Device-for-the-Deaf) number, e-mail addresses, and World Wide Web sites are offered, as well. Hours of operation are provided for public libraries and branch libraries. Functioning as a search aid, the first section features cross-references to city or town listings for many public library names that do not mention or describe the library's location. A directory update form is included. (AEF)

ED 459 853 IR 058 401

Krefman, Naomi, Comp.; Dwyer, Molly, Comp.; Wetzel, Beth, Comp.
Michigan Library Statistical Report, 2001 Edition.
PUB DATE- 01
NOTE- 473p.; For 2000 report, see ED 448 790.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

The Specialists: Understanding the Work Lives of Master's Prepared Professional Staff in Community Colleges.
PUB DATE- 01
NOTE- 267p.; Doctor of Philosophy Dissertation, Loyola University Chicago.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; Degrees (Academic); *Employment Level; *Masters Degrees; Professional Development; Social Status; Two Year Colleges
IDENTIFIERS- Illinois

This study examined the work experiences of master's-prepared professional staff in community colleges. In-depth interviews with six such non-faculty staff at each of three Illinois community colleges (n=18) revealed the nature of their work, their perceptions about their duties and status, and their experiences with decision making. Findings of the study are presented in three main sections: a look at the daily work of these specialists, their views on being specialists and professionals, and key themes related to their sense of place in the community college (voice, importance, status, mobility, and professional development). Most of the interviewees saw their work as being important to the mission of their institutions. They also saw their work in their community colleges as a career and cared about their futures, and their mobility, in their institutions. The specialists interviewed for this study tended to perceive their institutions as hierarchical, with administrators and faculty occupying higher rungs on the employee ladder. Their lesser status as employees belied their equivalent educational credentials and the autonomy, professional authority, and general responsibility they exercised in their daily work. The theme of perception surfaced repeatedly in this study-in terms of the specialists' perceptions of their institutions, their coworkers, and their status, and in terms of their perceptions of other's perceptions of them. (Contains 115 references.) (EMH)

ED 459 873 JC 020 065

Clark, Virginia F.
Reactions of Nontraditional Women Students in an Introductory Class: Quilting Conversations.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Basic Writing; Community Colleges; Developmental Studies Programs; *Females; *Nontraditional Students; Two Year College Students; Two Year Colleges
IDENTIFIERS- Georgia

This discussion paper focuses on nontraditional female students in a developmental writing class at a small two-year college in Georgia. Through interviews, focus groups, and observation, the study discovered that women are entering college in greater numbers than ever, and the colleges, at times, have difficulty in building support systems and course work that will encourage these older students to stay in school and learn effectively. This paper presents a review of the literature concerning the nontraditional female student in college, composition theory and basic writing pedagogy, and women's thought and higher education. The report also discusses two women's stories, in particular a single mother who returned to school to become an arts institution with communications skills but no technical skills; or (2) students graduate from a technical school with minimal liberal arts versatility and minimal communications skills. The author asserts that there must be a middle ground, regardless of the difficulty community colleges have convincing technical students of the importance of general education. Technical training, problem-solving skills, audience analysis, writing, computer skills, and general/specialized communication are the most commonly mentioned employment skills presently desired by employers. This document reports that most technical programs have some general education requirements. Dual emphasis on technical training and general studies, which is what Okmulgee is encouraging, is required to ensure gainful employment for community college students. (Contains 12 references.) (MKF)

ED 459 893 JC 020 093

Smith, Cindra
Chancellors and Superintendents Employment Terms: Contracts, Policies, and Practices. Recommendations and Survey Results.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Presidents; *Community Colleges; Employment; Leadership Qualities; Personnel Selection; *School Districts; *Superintendents; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document provides recommendations to Community College chancellors and superintendents based on survey responses from 11 multi-college district chancellors and 37 single college district superintendents and/or presidents of the Community College League of California. The report provides demographic information, such as gender, ethnicity, educational background, and district size. It also gives information on employment contracts, including benefits and evaluation measures. Responding single-college district superintendents/presidents were shown to have longer tenures than responding multi-college district chancellors. However, chancellors were disclosed as having longer contract terms. Respondents were predominantly white males. The report recommends that hiring committees as well as community college leaders be flexible, creative, and prudent with regard to employment terms. (Contains four tables that detail survey responses.) (MKF)

ED 459 894 JC 020 094

Allison, Lea M.
The Impact of Integrative Experiences on Persistence: A Study of Nontraditional Students.
PUB DATE- 99
NOTE- 207p.; Doctoral Dissertation, University of Michigan.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Persistence; Community Colleges; Curriculum Development; Enrollment; *High Risk Students; Program Implementation; *School Holding Power; *Student Attitudes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Schoolcraft College MI

This dissertation focuses on the impact of various community

Ahluwalia, Surjeet K.; McGroder, Sharon M.; Zaslow, Martha J.; Hair, Elizabeth C.
Symptoms of Depression among Welfare Recipients: A Concern for Two Generations. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Depression (Psychology); Employment Problems; Mothers; Parent Child Relationship; Symptoms (Individual Disorders); *Welfare Recipients; Welfare Reform
IDENTIFIERS- Temporary Assistance for Needy Families; *Welfare to Work Programs

This brief is one of a series written to help inform public debate surrounding the 2002 reauthorization of the Temporary Assistance for Needy Families (TANF) block grant. The brief examines the level of depressive symptoms among samples of welfare recipients studied in five experimental evaluations of welfare-to-work programs. The brief notes evidence suggesting that a relatively high number of welfare recipients show symptoms of depression, that recipients who are depressed may have more difficulty getting and keeping a job, and that the children of mothers with symptoms of depression are likely to have more problems. Findings also show that when welfare recipients participate in a welfare-to-work program, these symptoms can be affected, sometimes negatively. (Contains 33 endnotes.) (EV)

ED 459 914 PS 029 978

Health Disparities: Bridging the Gap. From Cells to Selves.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Differences; *Disadvantaged; Ethnic Groups; Health Behavior; Health Education; Health Programs; *Health Promotion; Individual Development; *Objectives; Racial Factors; Strategic Planning
IDENTIFIERS- *National Institute Child Health Human Development

This document details the strategic plan of the National Institute of Child Health and Human Development to address disparities in health and developmental outcomes among Americans, particularly between and among racial and ethnic groups. Following a description of the plan's development, scientific areas of interest, and important themes, the document presents the plan's target areas. Each area description includes a discussion of facts, current research, and future goals and objectives. The areas are: (1) infant and maternal mortality and morbidity; (2) reproductive health; (3) HIV/AIDS (targeting women and teens); (4) early antecedents of disparities in disease and growth (fetal mechanisms, obesity and nutrition); (5) early antecedents of child well-being and adverse behaviors; (6) school readiness and cognitive and behavioral development; (7) restoring function and preventing disability (physical and developmental); (8) training and career development; and (9) outreach to communities and their institutions. A roster of advisors is appended. (EV)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Armed Forces; Change Strategies; *Children; Developed Nations; Developing Nations; Foreign Countries; Government Role; *Gun Control; *Guns; *Violence
IDENTIFIERS- *UNICEF; United Nations

Noting that the spread of small firearms worldwide creates a serious global problem, especially for children, this pamphlet presents information on the physical and emotional damage done to children from small arms and light weapons and describes the work of UNICEF to counteract the damage. Highlighted in the discussion are the use of child soldiers and the development of a culture of violence. The work of UNICEF, as part of the Global Movement for Children, calls for leadership and accountability at every level of society to ensure that children are free to grow to adulthood in health, peace, and dignity. Guiding principles in the campaign against small arms and light weapons are delineated and include implementing laws to protect children from any participation in hostilities, demobilizing and reintegrating child soldiers into society as a matter of priority, and promoting an integrated approach to the issue of the proliferation of small arms and light weapons. (KB)

ED 459 934 PS 030 014

Bellamy, Carol
The State of the World's Children, 2002: Leadership.
PUB DATE- 02
NOTE- 107p.; For the 2001 report, see ED 447 949.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Child Health; Childhood Needs; *Children; *Childrens Rights; Developed Nations; Developing Nations; Foreign Countries; *Government Role; Immunization Programs; Infant Mortality; Mortality Rate; Nutrition; Poverty; Program Descriptions; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- *Responsiveness (Government); UNICEF; United Nations Convention on Rights of the Child

Based on the view that ensuring the rights and well-being of children is the key to sustained development in a country and to peace and security in the world, this report calls for leadership from governments and all sectors of society, illustrates varied ways that people have shown their commitment to children's welfare, and emphasizes the need to give children the best possible start in life and to involve them in decisions affecting their future. Section 1 of the report highlights the goals of the 1990 World Summit for Children and presents information on progress toward those goals. Section 2 describes the work of UNICEF during the 1980s, focusing on child health and the adoption of the Convention on the Rights of the Child. Also discussed is children's participation, discrimination against children, and the global movement for children. Section 3 asserts that investing in children is the best investment a government can make and discusses the importance of strategic leadership in the areas of early childhood development, basic education, and adolescence as well as responsibilities that go beyond national borders. The work of the United Nations General Assembly Special Session on Children in September 2001 is discussed. Throughout the report many children are at risk of not growing up to become self-supporting adults, with 25.1% in single-parent families, 21% in poverty, 33.4% not graduating from school, 37.4% of high school students using alcohol, and 19.6% using drugs each month. (SD)

ED 459 950 PS 030 048

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Alabama. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 29p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 049-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Alabama; *Child Care Costs; Child Care Needs

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Alabama. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Alabama and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children and families with different earnings levels. Costs in Alabama are then compared to those nationwide. Findings of this report reveal that almost 60 percent of mothers with children under age 5 and over 67 percent of mothers of school-aged children are employed. More than 80 percent of children under age 5 of employed mothers are receiving nonparental care, with more than half in full-time care. As children get older, the percentage who are in a supervised care arrangement decreases and self-care increases. More than half of working families with children under age 13 pay out-of-pocket for child care. Working families who pay for care spend almost 10 percent of their earnings on child care. Those with low-income spend about one out of every six dollars

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 38p.; Accompanying picture books not available from ERIC. For the Guide for Parents, see PS 030 062.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Caregiver Child Relationship; Caregiver Role; Child Rearing; Childhood Needs; Childrens Literature; Day Care; *Drinking; *Drug Use; *Preschool Children; Preschool Education; *Prevention; Substance Abuse; Teacher Role

Building Blocks is a series of six picture books for preschoolers designed to help caregivers and preschool teachers lay the foundation for alcohol and other drug use prevention among children in their care. The books focus on those behaviors and life skills that help children grow up to be drug free, namely: positive self-concept and self-confidence; a sense of personal responsibility and responsibility to others; trust in self and trust in others; the ability to distinguish between fantasy and reality; the development of the capacities needed to understand cause and effect and to apply that understanding to solving problems. This Building Blocks guide for caregivers offers suggestions for using each picture book; the guide includes ideas for involving parents, basic information about risk factors for alcohol and other drug use, a list of resources available for further information about alcohol and other drug use, and a list of other story books to share with the children in the program. (HTH)

ED 459 965 PS 030 072

Schaefer, Stephanie A.
Understanding Research: Top Ten Tips for Advocates and Policymakers. Fact Sheet.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Educational Policy; *Evaluation Criteria; Information Needs; Information Sources; Public Policy; *Reliability; Research Methodology; *Research Reports; *Validity

Noting that having research evidence to recommend or refute specific policy choices is especially relevant in this era of increased demand for accountability in human services and government, this fact sheet details 10 criteria with which to evaluate the worth of research reports. The 10 criteria or considerations are: (1) consider the source; (2) media are also sources to be evaluated; (3) has the research been published, and where? (4) research results are really about the topic "as measured," not as one may think it is; (5) different types of research have different strengths; (6) sampling is more important that sample size; (7) statistical significance explained; (8) research findings are about groups; (9) all research is not created equal; and (10) any one study is not the whole story. Most of these steps highlight portions of an "advocate's checklist," listing pertinent questions to ask about a given report. (HTH) rural schools. "Small Schools: A Political Irony" (Marty Strange) notes the current enthusiasm among education reformers for small schools and the evidence of their effectiveness. Given this context, the question is posed as to why rural communities where small schools are commonplace have to fight against their consolidation or closing. "Preparing Teachers for Our Nation's Rural Schools" (Paul Theobald) makes the case that rural universities should specialize in rural teacher preparation, since preparing lessons anchored in community circumstances and dilemmas is sophisticated pedagogical work. "The Appalachian Model Teacher Consortium" (Alvin C. Proffit, Paul Sale, Ann E. Alexander, Ruth S. Andrews) describes a Virginia teacher education program that offers credits for certain Grayson County high school courses that are applicable to Wytheville Community College or Radford University. Upon completion of the 3-year program, students are eligible for employment with Grayson County schools. "Accountability and Sustainability: The Dual Challenge of Education in Rural Places" (Doris Terry Williams) discusses place-based education, a curriculum that aims to exceed mandated academic standards while engaging schools and students in community development and meaningful work. Examples are offered from South Dakota and Louisiana. "A New Federal Education Program" (Kari M. Arfstrom) examines a recently reauthorized federal program that will channel federal funds to districts in rural communities with fewer than 600 students and will offer a competitive grant program to low-income rural school districts. (TD)

ED 459 983 RC 023 337

Bonds To Provide Funding for the Construction of Schools. Hearing before the Committee on Indian Affairs on S. 2580 To Provide for the Issuance of Bonds To Provide Funding for the Construction of Schools of the Bureau of Indian Affairs of the Department of the Interior. United States Senate, One Hundred Sixth Congress, Second Session.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Bond Issues; *Construction Needs; Elementary Secondary Education; Federal Aid; Hearings; *School Buildings; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 106th; Proposed Legislation

A U.S. Senate committee hearing received testimony on the Indian School Construction Act, which would establish a bonding authority for leveraging existing tribal education funds through bonds to fund tribal school construction, maintenance, and repair. The testimony from U.S. senators and representatives of the Department of the Interior and American Indian organizations discussed the following: the Bureau of Indian Affairs (BIA) school construction and repair backlog of over $1 billion; the terrible condition of school facilities on Indian reservations; the need to regard any bonding initiative as a supplement, not a replacement, to federal appropriations; the specific details of how tribes would issue bonds that would be secured by federal money in an escrow account and would have interest payments covered by federal tax credits; the question of federal loan guarantees; and the nature of the federal government's trust responsibility concerning educational assistance to tribes. The complete text of the Act is included. (SV)

Strategies; Higher Education; *Hospitality Occupations; *Learning Strategies; Mathematical Applications; Mathematics Education; *Problem Solving; Teaching Methods; *Tourism
IDENTIFIERS- South Carolina

The University of South Carolina at Hilton Head offers a major in Hotel, Restaurant, and Tourism Administration (HRTA). Many students in the HRTA major take both the HRTA Tourism course and a business calculus course. An interdisciplinary research project was designed in an effort to interest these students in the power of calculus as a mathematical discipline linked to their field of study. The goals were to have students identify real world data collected in an organization or business, to model the data as a continuous function, and to answer questions that would be useful in making business decisions. Students investigated the relationship between hotel room pricing and occupancy during off-peak season. (DDR)

ED 460 005 SE 065 497

Schlatter, Mark D.
Using Matlab in a Multivariable Calculus Course.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual International Conference on Technology in Collegiate Mathematics (12th, San Francisco, CA, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Calculus; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Higher Education; *Learning Strategies; Mathematics Education; Problem Solving; Secondary Education; Teaching Methods; World Wide Web

The benefits of high-level mathematics packages such as Matlab include both a computer algebra system and the ability to provide students with concrete visual examples. This paper discusses how both capabilities of Matlab were used in a multivariate calculus class. Graphical user interfaces which display three-dimensional surfaces, contour plots, gradient fields, and parametric curves and vector fields in both two and three dimensions are presented with comments on their effectiveness. In addition, the benefits and difficulties of using computer algebra in a multivariable class is discussed. Finally, student responses to the uses of Matlab are examined. (Author/DDR)

ED 460 006 SE 065 498

Wieschenberg, Agnes A.
Logic via Computer Programming.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual International Conference on Technology in Collegiate Mathematics (12th, San Francisco, CA, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; *Computer Uses in Education; Higher Education; *Mathematics; Programming; Teaching Methods; *Thinking Skills

McBride, Lawrence W., Ed.; Drake, Frederick D., Ed.
The Lincoln Legal Papers Curriculum: Understanding Illinois Social History through Documents from the Law Practice of Abraham Lincoln, 1836-1861.
PUB DATE- 01
NOTE- 183p.; Made possible by a grant from the Abraham Lincoln Association.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Academic Standards; *Historical Interpretation; Law Related Education; Primary Sources; Secondary Education; *Social History; Social Studies; *State History; State Standards; Student Educational Objectives
IDENTIFIERS- *Illinois; Illinois Learning Standards; Legal History; *Lincoln (Abraham)

This curriculum considers the social history of Illinois during the years of 1836-1861 by studying Abraham Lincoln's legal papers from his time as a lawyer. Nearly 100,000 documents have been discovered in the archives of local, county, state, federal courts, libraries, and other repositories. The documents include detailed information about the daily life of ordinary people in Illinois during the years of Lincoln's legal practice. The curriculum states that using these primary source documents in the study of Illinois history can help teachers and students accomplish three goals: (1) foster the development of history's "habits of mind," which helps students think more critically about the past; (2) learn about the stories of ordinary people operating within the larger contexts of state and national history to illuminate "vital themes and narratives"; and (3) help teachers and students meet the State of Illinois Learning Standards for the Social Sciences. The curriculum is divided into the following sections: "Abraham Lincoln, Attorney at Law"; "The Lincoln Legal Papers Curriculum"; "Key to Transcription Symbols"; "A History Rubric for Performance Assessment"; "Comprehensive Glossary of Terms"; and "Lesson Plans" ("Abraham Lincoln and the Rule of Law"; "Moving People through the Prairie State, 1820-1860"; "Illinois Agriculture and the Marketplace, 1830-1860"; "Material Culture on the Prairie"; "Social Role and Status: Marriage on the Illinois Frontier"; "Canals and Railroads Open Illinois"). (BT)

ED 460 030 SO 033 425

Wendehack, Mary, Ed.; Green, Patricia, Ed.
Keep Kids Alcohol Free: Strategies for Action.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Alcohol Education; Child Welfare; *Drinking; Health Education; Middle Schools; Preadolescents; *Public Health
IDENTIFIERS- Child Centered Education; Strategy Choice

This guide was produced by the Leadership To Keep Children Alcohol Free, a coalition of governors' spouses, federal agencies, and public and private organizations which aims to alert the nation of and mobilize action to prevent this that they yield more and produce better outcomes. Good practice education projects require good economic analysis of demand, of the counterfactual private sector supply, of the project's fiscal impact, of lending's fungibility and strong sector work before project design. Includes 6 tables and 38 notes. Annexed are additional data and analyses. (BT)

ED 460 050 SO 033 473

Parker, Susan Wendy; Pederzini, Carla
Gender Differences in Education in Mexico.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Case Studies; *Developing Nations; Educational Attainment; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Gender Issues; Regression (Statistics); *Sex Differences
IDENTIFIERS- *Mexico

This paper concentrates on the determinants of education in Mexico. Mexico is an interesting case study for education as it represents a country which has experienced growth in educational attainments over the last decades. Nevertheless, given its level of gross domestic product (GDP), Mexico actually does very poorly in terms of education, with its population having 2.5 years less education than it should have. The study analyzes the determinants of the education of boys and girls in Mexico and tries to understand gender differences in education. It describes the educational system in Mexico and presents trends in educational attainment over the last few generations. It provides a brief description of the existing theoretical and empirical literature on the determinants of educational investment in children, and some evidence that has been found on educational investments between girls and boys. The paper presents a detailed descriptive analysis of current trends in school attendance and attainment of individuals aged 6 to 29. The empirical models estimate the determinants of school attendance and the probability of falling behind in school. The regressions focus on child, family, household, and community characteristics. It concludes with an interpretation of the findings in the context of gender differences in education and the policy implications of the analysis. Includes 11 figures, 7 tables, and 14 notes. (Contains 59 references.) (BT)

ED 460 051 SO 033 474

Salmi, Jamil
Violence, Democracy and Education: An Analytical Framework. LCSHD Paper Series.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Classification; Comparative Analysis; *Democracy; Educational Needs; *Violence
IDENTIFIERS- *Educational Issues; Global Issues

How can the triumph of Western liberalism be reconciled with the pictures of chaos, war, crime, terror, and poverty which continue to appear in the daily news? Does violence coexist, in

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Citizenship Education; Citizenship Responsibility; Curriculum Enrichment; *Grade 1; Literacy; Primary Education; *Social Studies; *State Standards; *Student Behavior; Student Educational Objectives
IDENTIFIERS- *California; California History Social Science Standards

As long as people have lived within groups, there have been rules and laws to govern behavior. Schools are one of the first institutions that children encounter that set standards for their behavior. Learning how to cope with school rules when they are young helps students develop social skills and a sense of responsibility and become good citizens as they grow into responsible adults. In this unit, students learn ways to identify the strengths and weaknesses of a school rule. Standard 1.4.1, the study of schools in the past, is integrated with this unit as students look at rules now and long ago. The major outcome expected from the unit is the establishment by students of classroom rules (class constitution) that are appropriate, clear, and provide predictability and order in the classroom. The suggested time for completion of the unit is six weeks. The unit lists focus questions, literacy links, and materials needed. It outlines the topic information in detail: "Beginning the Topic"; "Developing the Topic"; and Culminating the Topic." It also suggests assessment activities, as well as extended and correlated activities. Lists 19 resources for the sample topic and 12 resources for related topics. Appended are: "Selected Rules of Civility and Decent Behaviour;" two poems on rules; a selection of school rules from long ago; a sample letter and questionnaire for parents; and a graphic organizer. (BT)

ED 460 071 SO 033 530

MacDonald, Rich; Breidenbach, Lisa; Doetschman, Evelyn L.
Mathematics and Economics: Connections for Life, 9-12.
PUB DATE- 01
NOTE- 305p.; This publication was made possible through funding of State Farm Insurance Companies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; High Schools; *Mathematics; *Mathematics Instruction; Social Studies
IDENTIFIERS- Mathematics Process Skills; *Personal Finance

Bringing mathematics and economics together to connect them in students' minds gives students very important skills they can use in their lives. This book is intended for high school mathematics teachers, with lessons designed to reinforce the mathematics concepts and processes taught by using examples from economics. The book consists of 15 lessons showing how mathematical processes and concepts may be applied in the study of economics and personal finance. It contains lessons connecting mathematics instruction to practical problems and issues that students will encounter through their lifetimes. The minimum level of mathematics students need for each lesson is noted in the Mathematics Focus section. The lessons begin with a warm-up activity to introduce the mathematics content of the economics lesson. Copy ready activity sheets, answers, visuals for making overhead transparencies, and extension activities are provided. The lessons also include a detailed learning. Finally, it examines the pros and cons of online learning (e.g., teachers can study and learn at any time, though the practice, observation, and coaching components are better done in the real world of onsite training). The second article, "Counterpoint: Why Teachers Don't Use Technology," (Larry Cuban) explains that out of every 10 U.S. teachers, fewer than 2 are serious users of computers and other information technology in the classroom. Five possible reasons for this include contradictory advice from experts, intractable working conditions, demands from others, inherent unreliability of technology (without technical support), and disrespect for teachers' opinions. A sidebar describes what to look for in online curricula. (SM)

ED 460 089 SP 040 428

Achinstein, Betty
Community, Diversity, and Conflict among Schoolteachers: The Ties That Blind. Advances in Contemporary Educational Thought Series.
PUB DATE- 02
NOTE- 179p.; Foreword by Jonas F. Soltis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Conflict of Interest; *Conflict Resolution; *Democracy; Diversity (Faculty); Diversity (Student); Interpersonal Relationship; Middle Schools; Public Schools; School Culture; Social Change; *Teacher Collaboration; Urban Schools
IDENTIFIERS- *Professional Community

This book explores how teacher communities differ dramatically in how they deal with conflict, collaborate, think about the purposes of schooling in relation to issues of conflict, frame and seek solutions, and utilize mechanisms to manage their differences. It reflects on current social theories of community and democracy to promote values that bind communities but do not blind them to differences. Information comes from case studies of two school-wide teacher professional communities in urban public middle schools in San Francisco that were engaged in school-wide collaborative reform. Chapter 1, "Community and Conflict among Teachers," introduces the issue. Chapter 2, "Washington Middle School," tells the story of a highly unified, homogenous teacher professional community defined by norms of caring and interdependence. Chapter 3, "Chavez Middle School," examines the struggle within a teacher professional community with a racially and gender diverse staff which welcomed conflict, dissent, and education for social change. Chapter 4, "Conflict amid Community," compares and contrasts the two communities and conflicts they faced, noting the unexpected marriage between conflict and community. Chapter 5, "Beyond the Ties that Blind," highlights educational visions that should be held by teacher professional communities. (Contains 153 references.) (SM)

ED 460 090 SP 040 429

The Initial Report of the Secretary on the Quality of Teacher Preparation.
PUB DATE- 01
NOTE- 645p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires,

Teachers"; (5) "Direct Applications to Assisting Teachers"; (6) "Criteria for Assessing Teacher Competence and Growth"; and (7) "Purpose, Strength, and Collegial Force for School Success." Appended are peer coaching forms and frameworks for teaching, which can be adapted or duplicated. The book also includes an extensive list of resources on the topics of looking at student work, professional development and instructional leadership, and educators' ethnic, cultural, and personal diversity. (Contains 43 references.) (SM)

ED 460 109 SP 040 462

Sullivan, Cheryl C.
Into the Classroom: Teacher Preparation, Licensure, and
  Recruitment. Elements of Teacher Effectiveness.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Alternative Teacher Certification; Elementary
  Secondary Education; School Districts; Teacher Competencies;
  *Teacher Qualifications; *Teacher Recruitment; Teacher Selection

This report critically analyzes research on teacher preparation, licensure, and recruitment, questioning the effectiveness of today's teacher education, showing how existing approaches to identifying qualified teachers are lax, and suggesting that district authorities do not always discriminate well between qualified and unqualified teacher candidates. It urges local districts to move beyond standard certification in selecting teachers and consider teacher attributes that have been linked to increased student achievement. It concludes that alternative routes to certification provide viable options for expanding the pool of teacher applicants without sacrificing quality. It suggests that states should collaborate to develop reciprocity plans that would allow experienced, certified teachers to continue teaching upon moving to another state without having to become re-certified. The report encourages states to reconsider current policies governing teacher certification and several ideas that have entered the current debate on teacher quality. For example, it voices skepticism concerning the utility of licensure exams as currently configured and reported and suggests that policymakers should consider alternatives, such as integrating pedagogical courses that have been proven effective within the traditional four-year college program. Recommendations for making the most effective recruitment and staffing decisions at the school district level are provided. (Contains 51 references.) (SM)

ED 460 110 SP 040 466

Apthorp, Helen S.; Dean, Ceri B.; Florian, Judy E.; Lauer,
  Patricia A.; Reichardt, Robert; Snow-Renner, Ravay
Standards in Classroom Practice: Research Synthesis.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards;

and for laying the groundwork for intensive middle school health education, and include content and process courses in health education within all teacher preparation programs. Competencies in health education recommended for elementary, middle, and special education teachers include the ability to incorporate health concepts into other curricular areas and to select and use valid and reliable sources of health information. (Contains 12 references.) (SM)

ED 460 129   SP 040 508

Marshall, Patricia L.
Multicultural Education and Technology: Perfect Pair or Odd Couple? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; *Consciousness Raising; *Cultural Awareness; *Diversity (Student); *Educational Technology; Elementary Secondary Education; Equal Education; Higher Education; *Multicultural Education; Preservice Teacher Education; School Culture; Teaching Methods
IDENTIFIERS- Antiracist Education; ERIC Digests; Knowledge Development

This digest examines how technology can support multicultural education. Multicultural education represents an approach to education and the teaching-learning process that is grounded in the democratic ideals of justice and equality. Five critical dimensions of multicultural education are: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure. Content integration is intended to expand the curriculum by incorporating contributions of diverse cultures into traditional disciplines of study. Knowledge construction promotes critical literacy by making explicit the manners in which scholars and scientists contribute to their respective fields of study. Prejudice reduction is about eliminating all forms of bigotry and involves promoting healthy personal identity devoid of the tendency to need to denigrate those who differ from oneself. Equity pedagogy is about equalizing opportunities to learn. It involves incorporating various strategies and techniques that attend to learning styles and intelligence types. Multicultural education proponents contend that in order to provide high quality experiences for all students, many traditional aspects of schools will need to be reconfigured. This is referred to as empowering school culture and social structures. The digest explains how technology can be used to support each of these five dimensions. (Contains 20 references.) (SM)

ED 460 130   SP 040 509

Parker, J. Terry
School-Based Sex Education: A New Millennium Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.

Assessment of Students' Ratings for Two Methodologies of Teaching via Distance Learning: An Evaluative Approach Based on Accreditation.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Computer Mediated Communication; *Distance Education; Higher Education; Inservice Teacher Education; Nontraditional Education; *Online Systems; *Student Attitudes; Student Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Video Teleconferencing

Two of the most popular delivery formats in distance education are video conferencing and online methodologies. The first step in the processes of recognition and reorganization needed for both forms of distance education is to identify the differences between the traditional classroom environment and the classroom that is augmented or replaced by one of these formats. Student comparisons of the two major distance education formats and traditional classroom characteristics were gathered through summative evaluations examining four major topics: (1) organization of class; (2) student/instructor interaction; (3) concept acquisition; and (4) use of variety of media. Student demographic data were also collected to investigate any correlation between these factors and preference. Results for 142 video conferencing and 62 online students show that students rating the 4 major variables called distance education either "the same as" or "better than" their experiences in a traditional course. Two factors that appeared to be of the utmost importance to students, and that should be examined carefully by instructors, departments, and distance education organizations, are the technological needs of students taking the course and the need for an emphasis on near perfection in the performance of equipment in video conferencing. Additional training for instructors who will use either of these formats may improve the adaptation of materials into a proper format for delivery. A follow-up study is planned to study differences in student ratings of the distance education class prior to implementation of teacher training and to compare these ratings to those obtained after teacher training. (Contains 11 references.) (Author/SLD)

ED 460 149 TM 033 623

Brown, Carol A.
The Use of Technology by Teacher Education Faculty for Problem Solving and Higher Order Thinking.
PUB DATE- 01
NOTE- 22p.; Paper presented as the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Uses in Education; *Educational Technology; Higher Education; Internet; Methods Courses; *Problem Solving; Teacher Education; *Teacher Educators; *Thinking Skills
IDENTIFIERS- Arkansas

This study investigated college teachers' reported uses of instructional strategies that include realistic problem-solving training, child care, and child welfare. Key changes in Florida's social service delivery system are highlighted, noting their implications for understanding the effects of devolution and welfare reform. In 1996, Florida introduced the Wages and Gain Economic Self-Sufficiency welfare reform program. Three interrelated trends in social services emerged in 1997 and have grown since then: movement toward giving public-private boards responsibility for overseeing and administering services, devolution of responsibilities from the state to the local level, and contracting out of services previously handled by state agencies. Florida has moved toward greater integration of its workforce development and TANF programs. A significant change in child welfare is the impending privatization of services. Few changes have occurred in child care subsidy following federal welfare reform. Florida's strict policies have resulted in a very sharp decline in its welfare caseload. (Contains 12 endnotes.) (SM)

ED 460 169 UD 034 387

Tout, Kathryn; Martinson, Karin; Koralek, Robin; Ehrle, Jennifer
Recent Changes in Minnesota Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 3. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 20p.; Also supported by the Stuart Foundation. For additional State Update reports, see UD 034 385-389.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; Day Care; Early Childhood Education; Employment Services; Federal Programs; Low Income Groups; Political Influences; Social Influences; State Programs; Urban Areas; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Minnesota; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

This brief summarizes information collected during visits to Hennepin County (Minnesota's largest urban county) in 1999 and 2000 to document changes and progress since 1997. It updates a 1997 report that reviewed the benefits and services in the state and described the economic and political context shaping Minnesota's agenda for serving low-income families. The report begins by profiling the population, economic conditions, and political landscape in Minnesota during the second visit, then it describes Minnesota's social safety net for low income families. It reviews the service delivery structure in Minnesota, focusing on organizational and policy changes, budgets, and overall philosophy of support for low income families. It describes three key services in the state (income support and workforce development, child care assistance, and time. This study replicates Lynn's analysis and challenges his conclusion by identifying several methodological problems. By analyzing changes in black-white differences in the GSS vocabulary test across survey years, rather than birth cohorts, Lynn overlooks both the duration and the significance of the black-white convergence. This study extends an earlier intercohort analysis of GSS data through 1998 and confirms previous findings of a very significant, long-term black-white convergence that is attributable to improvements in socioeconomic background and schooling among African Americans. Even in an analysis of aggregate changes in the black-white test score gap across survey years, when the data are weighted properly to represent the U.S. population on the individual level, results find that the black-white test score gap narrowed significantly over the period from 1974-98. (Contains 15 references, 9 tables, 4 figures, and 17 footnotes.) (Author/SM)

ED 460 188 UD 034 633

Moffit, Robert E., Ed.; Garrett, Jennifer J., Ed.; Smith, Janice A., Ed.
School Choice 2001: What's Happening in the States.
PUB DATE- 01
NOTE- 275p.; For the 2000 report, see ED 440 193. Foreword by Howard Fuller.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Charter Schools; Educational Vouchers; Elementary Secondary Education; Private Schools; Public Schools; Scholarship Funds; *School Choice

This publication tracks U.S. school choice efforts, examining research on their results. It includes: current public school data on expenditures, schools, and teachers for 2000-01 from a report by the National Education Association; a link to the states' own report cards on how their schools are performing; current private school information from a 2001 report by the National Center for Education Statistics; state rankings on the new Education Freedom Index by the Manhattan Institute in 2000; current National Assessment of Educational Progress test results released in 2001; and updates on legislative activity through mid-July 2001. After discussing ways to increase opportunities for children to succeed, research on school choice, and public opinion, a set of maps and tables offer a snapshot of choice in the states. The bulk of the book contains a state-by-state analysis that examines school choice status; K-12 public schools and students; K-12 public school teachers; K-12 public and private school student academic performance; background and developments; position of the governor/composition of the state legislature; and state contacts. An appendix presents national organizations that promote school choice. (Contains approximately 690 endnotes.) (SM)

ED 460 189 UD 034 636

Reed, Douglas S.
On Equal Terms: The Constitutional Politics of Educational Opportunity.
PUB DATE- 01
NOTE- 238p.
LANGUAGE- English

programs in interracial friendships and examining whether students had fewer friends in schools in which they were racial minorities. Overall, little of the racial segregation in friendship resulted from class friendship segregation. For Hispanics, racial identification as white or black strongly related to the race of friends selected. For members of racial groups in small minorities within schools, the odds increased that same-race dyads were friendship dyads. There was no significant negative effect of busing on interracial friendship formation. Students attending racially diverse schools had more interracial friendships than those in homogenous schools. Attending racially diverse schools decreased the number of school friends named by white students. Results suggest that the increasingly Asian and Hispanic schools of the future will have some reduction in the level of racial segregation of friendship networks relative to current schools, but high levels of racial segregation of friendships will continue. Also, black-white divisions will continue to be important in multiracial schools. (Contains 39 references.) (SM)

ED 460 208 UD 034 658

Venkatesh, Sudhir Alladi
The Social Outcomes of Street Gang Involvement. JCPR Working Paper.
PUB DATE- 01
NOTE- 13p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; *Crime; Economic Factors; Employment Patterns; Males; Poverty; Social Influences; Socialization; Urban Areas
IDENTIFIERS- African Americans; Criminal Justice; *Gangs

This study examined links between early adolescent exposure to entrepreneurial gang activity and later criminal justice, economic, and social outcomes, comparing the social and behavioral outcomes of young people with active gang involvement and their non-gang affiliated counterparts. Participants came from a concentrated poor, predominantly African American community with a long history of street gang presence. In 1990, researchers began gathering information on the activities of all households in this a large, very poor, Chicago public housing community. In 1991, they documented 118 male youth living in the community, of whom 38 were active gang participants. These youth were followed over time. In 2000, researchers were able to contact 90 surviving members of the original sample and reconstruct their economic and social histories. Data on economic, criminal justice, and social justice outcomes came primarily from self-reports provided in structured interviews conducted in 2000. Results indicated that gang involvement had a negative impact on adolescent and young adult development, particularly in terms of years of education, employment, and social mobility. Gang members had greater exposure to the criminal justice system, and their future income tended to derive disproportionately from illegal sources as compared with their non-gang counterparts who tended to be involved in socially legitimated work. (Contains 16 references.) (SM)

ED 460 209 UD 034 659

Dunifon, Rachel; Kowaleski-Jones, Lori

IDENTIFIERS- *New Jersey; *Reform Efforts

This guide's 11 sections are: "Evolution of Whole School Reform (WSR) in New Jersey"; "Department of Education Organizational Structure in Support of Urban Education Reform"; "Whole School Reform Regulations"; "School Management Teams: Leading the Process"; "Becoming a Whole School Reform School"; "Whole School Reform Component Plans"; "Required Programs in Secondary Schools"; "Whole School Reform Implementation Plan and School-Based Budget for Elementary Schools"; "Whole School Reform Implementation Plan and School-Based Budget for Secondary Schools and Elementary Schools Incorporating Grades 6 through 8 with Required Programs in Secondary Schools"; "Early Childhood Education"; and "Directory and References." (SM)

ED 460 227 UD 034 680

Phillipson, Robert, Ed.
Rights to Language: Equity, Power, and Education. Celebrating the 60th Birthday of Tove Skutnabb-Kangas.
PUB DATE- 00
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingual Education; *Civil Liberties; Cultural Differences; Diversity (Student); Elementary Secondary Education; English (Second Language); *Equal Education; Foreign Countries; Higher Education; *Language Minorities; *Linguistics; *Minority Groups; Multilingualism; Politics of Education; Sign Language; Student Empowerment
IDENTIFIERS- Australia; Finland; Language Policy; Latvia; Philippines; Slovakia; South Africa

This collection of papers brings together scholarship on language, education, and society from all parts of the world, situating issues of minorities and bilingual education in broader perspectives of human rights, power, and the ecology of language. Part 1, "Language: Its Diversity, its Study, and Our Understandings of It," includes papers on such topics as linguistic and biological diversity, the politics of apolitical linguistics, linguistic pluralism, and culture, sharing, and language. Part 2, "Rights: Language Rights, Their Articulation and Implementation," includes such topics as language maintenance, human rights, unity in difference, use of language rights by minorities, and steps toward an ecology of language. Part 3, "Equity: Justice for Speakers of All Languages," includes such topics as writing for diversity, language and power in academic institutions, science and policy, and exclusion as discursive practice and the politics of identity. Part 4, "Power: Policies for Multilingualism," includes such topics as language resilience and educational empowerment, mother tongue education, and creating a bilingual family in a monolingual country. Part 5, "Education: Affirming Diversity, Confirming Rights" includes such topics as the linguistic human rights of sign language users, creating a successful minority school, and dual language modes and intergenerational inspirations. (SM)

ED 460 228 UD 034 681

Nelson, Douglas W.; Rust, Bill; Hinds, Michael DeCourcy
AdvoCasey: Documenting Programs That Work for Kids and Families, 2000.
PUB DATE- 00
NOTE- 29p.; Published three times per year. For the 1999-2000

Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 25p.; For other state reports, see UD 034 385-389 and UD 034 704-708. Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Low Income Groups; *Social Services; State Government; Welfare Recipients; *Welfare Reform; Working Poor
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; Wisconsin

Wisconsin's new welfare program was a dramatic departure from the old income maintenance system of welfare and moved beyond other states' work-based welfare reform programs. This report describes Wisconsin's approach to welfare reform, using data collected in 1999 and 2000 from state and local administrators, direct service providers, and, in some cases, the families. It begins by describing the state's population and economy, political landscape, and social safety net. Next, it looks at three program areas affected by welfare reform: Wisconsin Works (W-2) and related efforts, child care programs for low-income families, and the child welfare services for children who have been abused and neglected. The report concludes with a brief discussion about how Wisconsin compares to other states in terms of its welfare reform policies, their implementation, and their effect on the lives of low-income families (e.g., Wisconsin is one of the only states to offer a kinship care payment through the child welfare system for relatives caring for children, and Wisconsin is one of the few states to treat all low-income working families identically in its provision of child care subsidies). (Contains 28 endnotes.) (SM)

ED 460 247 UD 034 707

Capizzano, Jeffrey; Koralek, Robin; Botsko, Christopher; Bess, Roseana
Recent Changes in Colorado Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 9. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 25p.; For other state reports, see UD 034 385-389 and UD 034 704-708. Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Low Income Groups; *Social Services; State Government; Welfare Recipients;

develops a vector-based algorithm that creates keyword vectors for the set of competing topics at each node in the hierarchy, and show how its performance improves when domain-specific features are added (such as special handling of topic titles and author names). The results of a 7-fold cross validation on a corpus of some 3,500 entries with a 5-level index are hit ratios in the range of 89-95%, and most of the misclassifications are indeed ambiguous to begin with. (Contains 34 references.) (Author/AEF)

ED 459 833 IR 058 369

Wang, James Z.; Du, Yanping
Scalable Integrated Region-Based Image Retrieval Using IRM and Statistical Clustering.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; Computer Interfaces; Databases; Imagery; Indexing; *Information Retrieval; Information Systems; Statistical Data
IDENTIFIERS- Cluster Sampling; *Digital Imagery

Statistical clustering is critical in designing scalable image retrieval systems. This paper presents a scalable algorithm for indexing and retrieving images based on region segmentation. The method uses statistical clustering on region features and IRM (Integrated Region Matching), a measure developed to evaluate overall similarity between images that incorporates properties of all the regions in the images by a region-matching scheme. Compared with retrieval based on individual regions, this overall similarity approach: (1) reduces the influence of inaccurate segmentation; (2) helps to clarify the semantics of a particular region; and (3) enables a simple querying interface for region-based image retrieval systems. The algorithm has been implemented as part of an experimental SIMPLIcity image retrieval system and tested on large-scale image databases of both general-purpose images and pathology slides. Experiments have demonstrated that this technique maintains the accuracy and robustness of the original system while reducing the matching time significantly. (Contains 41 references.) (Author)

ED 459 834 IR 058 370

Nanard, Marc; Nanard, Jocelyne
Cumulating and Sharing End Users' Knowledge To Improve Video Indexing in a Video Digital Library.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Blindness; Library Circulation; Library Collections; Library Cooperation; Library Expenditures; Library Funding; Library Services; *Library Statistics; *Public Libraries; *Regional Libraries; Statistical Data; *Tables (Data)
IDENTIFIERS- *Michigan

The 2001 edition of the "Michigan Library Statistical Report" presents data for fiscal year 2000 provided by public libraries, library cooperatives, and those public libraries that serve as regional or subregional outlets to provide services for blind and physically handicapped patrons. Statewide summaries are presented, after statistical tables for regional and subregional libraries serving the blind and physically handicapped and library cooperatives. Public library data is then presented by class size (there are a total of six classes), which is determined by population. At the beginning of each class, totals are provided for FY 1998, FY 1999, and FY 2000-including percentages of change-for the following: library service population; total library visits; total circulation; total collections; reference transactions; operating income per capita; operating expenditures per capita; total library visits per capita; total circulation per capita; total collections per capita; and reference transactions per capita. Statistics are then reported for each library in that class, in alphabetical order on: outlets, hours, and staff; operating income; operating expenditures; capital income, capital expenditures, and square footage; library collections; library services; director salary and benefit information; other employee salary; millage; non-resident fees and MichiCard membership; technology-computers; and technology-Internet. An alphabetical listing of automation systems, with names and classes of the libraries that use them, is given. The Public Library Annual Report form is included. The publication also includes a Public Library Index that identifies basic information for each library, including the class size under which the library data is reported. (AEF)

ED 459 854   IR 058 406

Francisco, Grace; Hannah, Kathryn Covier; Keller, Shelly G.; Waters, Joan; Wong, Patricia M. Y.
Joint Ventures: The Promise, Power and Performance of Partnering.
SPONS. AGENCY- National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum and Library Services.
PUB DATE- 01
NOTE- 154p.; Supported under the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Business; Case Studies; *Cooperative Programs; *Library Cooperation; *Library Services; Mass Media; Nonprofit Organizations; Philanthropic Foundations; Public Agencies; *Public Libraries
IDENTIFIERS- California; *Joint Venture; *Partnerships in Library Services

This document provides case studies that represent a sampling of successful public library joint ventures in California and other U.S. cities and counties. Chapter 1 defines what a partnership is and how a joint venture differs from a partnership. It also describes the benefits of partnering, the knowledge, attitude, and skills required, and how to develop, elementary physical education teacher, and an older mother who hoped to update her computer skills and possibly become a kindergarten teacher. The paper discusses each of the two women in terms of a type of quilt, or a pattern their lives might represent. Quilts and quilt patterns are used as metaphors for the many layers of experience that these nontraditional students bring to class. (Contains 66 references.) (EMH)

ED 459 874 JC 020 066

Henning, Neal L.
A Case Study: Experiences in Developing Online Courses at a Community College.
PUB DATE- 00
NOTE- 158p.; Doctor of Philosophy Dissertation, University of Nebraska.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Computer Mediated Communication; Educational Technology; *Online Courses; *Program Implementation; *Teacher Attitudes; *Technology Planning; Two Year Colleges

This study examined the experiences of nine faculty members in the development of two online courses at a community college in southeast Nebraska. The faculty members used Lotus Notes (software that was adapted for instructional delivery known as computer-mediated communication) as the delivery tool. Data was collected through interviews, observations, and participant-observations. Additionally, all online communications were analyzed. Findings included: (1) a single faculty member should not develop a course on his/her own-diverse groups help to ensure that the entire scope of the course is attended to; (2) faculty members need time to experiment and have fun so that they can become comfortable with the software and hardware; (3) faculty participants should be given the opportunity to be students before becoming online instructors; (4) it is important to screen faculty members before starting the actual training process for online course development-prospective participants should be screened for technical aptitude; and (5) online learning needs assessment in several areas. The development process of moving from a traditional classroom to an online environment is a time-consuming and complex task. This report records these experiences. (Contains 125 references.) (EMH)

ED 459 875 JC 020 067

Developing a Distance Education Policy for 21st Century Learning.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Faculty; Computer Mediated Communication; Copyrights; Delivery Systems; Disabilities; *Distance Education; *Educational Policy; Faculty Workload; Higher Education; Home Study; *Intellectual Property; Nontraditional Education; *Online Courses; Ownership; Student Costs; Telecourses

This paper examines the issues associated with educational policy college environments on student persistence. Persistence is defined in the study as enrolling in the second semester of a student's first year at Schoolcraft College in Michigan. The study used information from placement tests and a college experiences survey to gather data from 1,263 first-year students. A past instrument that measured persistence was also examined for possible changes over time. Placement scores, college grade point average, and receipt of financial aid were among the most significant predictors of persistence. Students who stated that the community college was their first school of choice were also likely to persist. The findings were similar for part-time and full-time students. Overall, a sense of connection to the college is seen as a necessity to persistence or retention. Appendices explain the formulas and methodology used to compile data for the research, along with the guidelines followed. (Contains 28 tables and 80 references.) (MKF)

ED 459 895 JC 020 097

Anderson, Spencer
Overcoming Adult Illiteracy Utilizing the Community College System.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Literacy; College Role; *Community Colleges; English (Second Language); Literacy; *Literacy Education; *Reading; Two Year Colleges; Welfare Recipients; Workplace Literacy

This study identifies the population in need of adult education, how to attract learners, the need to promote English-as-a-Second Language (ESL) instruction, how to target the state's responsibilities, and the overall U.S. economic need to eliminate adult illiteracy. Research indicates that between 20 and 30 million American adults are seriously handicapped in their work and everyday lives by not having basic literacy skills. Furthermore: (1) 99% of all workers need to read in order to accomplish their job tasks; (2) one out of three mothers on welfare is unable to read; (3) people with fewer than six years of schooling are four times more likely to end up on welfare than those with at least nine years of schooling; and (4) 60 million American adults do not have high school diplomas. Federal- and state-funded programs in adult literacy attract only 8% of the illiterate population, and 20% of those do not attend classes. This paper concludes that the more than 1,700 community colleges in the U.S. are excellent venues to promote literacy education. State and federal agencies must cooperate with community colleges to develop the financial structure required to educate the illiterate population. (KP)

ED 459 896 JC 020 098

Identifying Options for Achieving a Viable Campus.
PUB DATE- 00
NOTE- 40p.; Report for the Marin Community College District Board of Trustees.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Campus Planning; Change Strategies; *College Role; Community Colleges; Curriculum Development; Educational

ED 459 915 PS 029 980

Lee, Brian
California's After-School Choice: Juvenile Crime or Safe Learning Time.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; James G. Irvine Foundation, San Francisco, CA.; California Wellness Foundation.
PUB DATE- 01
NOTE- 65p.; Also funded by the Penney Family Fund, the California Consumer Protection Foundation, and the California Endowment.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *After School Programs; Behavior Problems; Change Strategies; Counties; Crime Prevention; Delinquency; Financial Support; Prevention; Program Descriptions; *Program Effectiveness
IDENTIFIERS- Availability (Programs and Services); California

"Fight Crime: Invest in Kids California" is an anti-crime organization led by more than 200 California sheriffs, police chiefs, district attorneys, and victims of violence. This report brings together new evidence from California and around the nation showing that the after-school hours are the peak time when youth become involved in crime and other risky behaviors and that quality after-school programs reduce crime, improve behavior, and increase academic achievement. The report also reveals that affordable after-school programs are out of reach for the vast majority of the California youth who need them most. Following an executive summary, the chapters of the report are as follows: (1) "Prime Time for Juvenile Crime, Kids Becoming Victims, and Other Dangers"; (2) "After-School Programs Prevent Crime and Promote Positive Behavior"; (3) "After-School Programs Increase School Success"; (4) "Quality Counts"; (5) "Making After School Accessible--The Role of State and Federal After-School Programs"; (6) "After-School Programs Are Unavailable to Many Children Who Need Them"; (7) "Investing in After School Saves Money while Saving Lives"; and (8) "Recommendations from the Front Lines of the Battle against Crime--A Call for Action." The report's three appendices include city by city analysis of peak hours for violent juvenile crime and crime against children; county by county analysis of served/unserved children and schools; and a summary of proven results from after-school programs. (Contains 132 endnotes.) (HTH)

ED 459 916 PS 029 981

Lowe, Kaye
Lifting the Lid on Early Childhood Literacy.
PUB DATE- 00
NOTE- 25p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Childrens Writing; Early Childhood Education; Educational Environment; *Emergent Literacy; Foreign Countries; *Reading Instruction;

are panels describing programs in various countries. Completing the report are maps depicting findings from an assessment of the implementation of the 1990 World Summit for Children goals; balance sheets summarizing the goals, gains, and unfinished business of the 1990-2000 decade; and excerpts from regional meetings held in preparation for the Special Session on Children. (Contains 64 references.) (KB)

ED 459 935 PS 030 015

Poverty and Children: Lessons of the 90s for Least Developed Countries.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Child Health; Child Labor; *Children; *Childrens Rights; *Developing Nations; Elementary Education; Females; Foreign Countries; Infant Mortality; Mortality Rate; *Poverty; *Quality of Life; Social Problems; Water Resources; Well Being
IDENTIFIERS- 1990s

Based on the view that strategies to eradicate poverty must be centered on the realization of children's rights, this report describes the experiences of the 48 least developed countries (LDCs) during the 1990s. The report defines LDCs and provides a rationale for using progress in ensuring children's rights as a yardstick for measuring poverty. Differences between LDCs and other developing countries are identified, including higher infant and child mortality rates and higher population growth rates. The report notes that the average income gap between LDCs and other developing countries widened during the 1990s, although there were wide regional differences in LDCs economic performance; despite commitments at the World Summit for Children in 1990, official development assistance to LDCs declined during the decade; 11 LDCs experienced a reversal in average life expectancy in the 1990s primarily because of HIV/AIDS; and conflict in several LDCs impeded progress, destroyed physical infrastructure, displaced millions of people, and devastated children's lives. Basic services are described as providing the foundation for poverty reduction; progress in providing education, health and nutrition, and water and sanitation services is detailed. Child laborers and girls are identified as particularly vulnerable populations in LDCs, requiring special commitment for their protection. The report also discusses the crippling national debts of LDCs as a principal reason for the low percentage of national budgets being allocated for basic social services. The report concludes by noting that although children in LDCs remain among the most vulnerable, examples exist showing that it is possible to improve social services for children. (Contains 26 references.) (KB)

ED 459 936 PS 030 016

Cochran, Carole, Ed.
South Dakota Kids Count Factbook, 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.; South Dakota State Dept. of Health, Pierre.; South Dakota State Dept. of Social Services, Pierre.; South Dakota State Dept. of Human Services, Pierre.

earned on child care. (KB)

ED 459 951 PS 030 049

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: California. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 24p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *California; *Child Care Costs; Child Care Needs

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of California. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in California and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in California are then compared to those nationwide. Findings of this report reveal that slightly fewer than half of mothers with children under age 5 and 60 percent of mothers with school-age children are employed. More than 60 percent of children under age 5 of employed mothers are in a nonparental care arrangement, with fewer than 33 percent in full-time nonparental care. Almost one-fourth of 6- to 9- year-olds with employed mothers are in before- and after- school programs, compared to fewer than one-tenth of 10- to 12-year-olds. The use of self-care increases as school-age children get older. Low income families spend more than twice as much on child care as a percentage of their earnings as do higher-income families. (KB)

ED 459 966 PS 030 077

Hiatt-Michael, Diana B., Ed.
Promising Practices for Family Involvement in Schools. Family, School, Community, Partnership Issues, Volume 1.
PUB DATE- 01
NOTE- 208p.; First monograph of the Family School Community Partnership Issues (sponsored by the Family School Community Partnership SIG).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Outreach Programs; Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Partnerships in Education; School Community Relationship

Parent involvement as one of the eight National Education Goals has brought heightened awareness to the importance of connecting educational institutions and their communities. This book addresses major frameworks for understanding family involvement and government support of family involvement projects. The work also presents a theoretical base for understanding school, family, and community partnerships and research supporting promising practices. The chapters are as follows: (1) "School, Family, and Community Partnerships: Linking Theory to Practice" (Beth S. Simon and Joyce L. Epstein); (2) "Family Involvement in Federal Education Programs" (Oliver C. Moles, Jr.); (3) "Home-School Communication" (Diana B. Hiatt-Michael); (4) "Parent-Child Literacy Projects" (Francesca K. Pomerantz); (5) "Family Centers in Schools: Expanding Possibilities for Partnership" (Vivian R. Johnson); (6) "Family Participation in Decision Making and Advocacy" (Don Davies); (7) "Parent Education as an Essential Component of Parent Involvement Programs" (Mary P. DiCamillo); and (8) "Educating Professionals for School, Family and Community Partnerships" (Howard Kirschenbaum). (Each chapter contains references.) (HTH)

ED 459 967 PS 030 078

Macklin, M. Carole, Ed.; Carlson, Les, Ed.
Advertising to Children: Concepts and Controversies.
PUB DATE- 99
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Advertising; Childhood Attitudes; *Children; Childrens Television; Content Analysis; Drinking; Internet; *Mass Media Effects; Public Policy; Smoking; Social Attitudes; Television Research

This book presents cutting-edge research designed to stimulate and inform the debate over advertising to the children's market and the effects such advertising has on children. Perspectives are organized in sections to address what children know and think about advertising, how advertising works with children, and what issues are at the forefront of societal and public-policy thinking. Following an introduction by M. Carole Macklin and Les Carlson, the chapters are: (1) "Through the Eyes of a Child: Children's Knowledge and Understanding of Advertising" (Deborah Roedder John); (2) "Socialization and Adolescents'

ED 459 984   RC 023 339

Guerra, Juan C.
Close to Home: Oral and Literate Practices in a Transnational
  Mexicano Community. Language and Literacy Series.
SPONS. AGENCY- Illinois Univ., Chicago.; National Science
  Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; *Bilingualism; Communication
  Research; Discourse Communities; *Immigrants; Language Usage;
  Letters (Correspondence); Literacy; Mexican American Education;
  *Mexican Americans; Mexicans; *Social Networks;
  Sociolinguistics; *Verbal Communication
IDENTIFIERS- *Communication Behavior; *Communication Patterns;
  Illinois (Chicago)

This book examines oral and written communicative practices of a binational network of Mexican immigrants in Chicago and their relatives and friends remaining in three rural Mexican towns. The book's primary goals are to demonstrate the richness of the linguistic and cultural resources available to adult Mexicanos and to provide a basis for intervening effectively in their own and their children's educational development. Chapters discuss: (1) the concepts of "home fronts" and "contact zones" and the parameters of imagined Mexicano communities; (2) Mexican immigration, settlement patterns in Chicago, and negotiating the transition between home fronts; (3) metaphorical representations of orality and literacy, the ideologies of constitutive metaphors in literacy studies, and orality and literacy as rhetorical practices; (4) oral language use in everyday life; (5) the social characteristics, discourse framing, and topical content of personal letters; (6) autobiographical writing and the place of self and gender in theories of autobiography; and (7) implications for educational policymaking and for culturally responsive curriculum development and pedagogy. (Contains approximately 200 references, notes, an index, and an explanation of transcription conventions.) (SV)

ED 459 985   RC 023 347

Narayan, Deepa, Ed.; Petesch, Patti, Ed.
From Many Lands. Voices of the Poor.
PUB DATE- 02
NOTE- 515p.; Copublication of the World Bank and Oxford
  University Press. Funded by the U.K. Department for
  International Development and the Swedish International
  Development Cooperation Agency.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Child Welfare; Community
  Study; *Developing Nations; Economically Disadvantaged;
  Educational Needs; Family Environment; Foreign Countries;
  Institutional Role; *Poverty; Public Policy; *Quality of Life;
  Rural Urban Differences; *Sex Discrimination; Social Bias;
  Sociocultural Patterns; Unemployment; Violence; Well Being

This book, the last volume in a three-part series, draws on a large-scale worldwide poverty study to present the views, This paper proposed the question "How do we teach logical thinking and sophisticated mathematics to unsophisticated college students?" One answer among many is through the writing of computer programs. The writing of computer algorithms is mathematical problem solving and logic in disguise and it may attract students who would otherwise stop taking mathematics courses after their required sequence is finished. In college classrooms in the United States, there is often an over-involvement with the calculation aspect of mathematics, especially in today's technical environment. The emphasis should fall on the teachers' developing of logic in students. Just like mathematical algorithms, computer algorithms however simple, employ logical steps which will result in the desired conclusion. Mathematics teachers should take advantage of the inumerable opportunities, even in a beginner's computer programming course, to play with algorithms that may aid students in the development of logical ways to approach mathematical problems. (MA)

ED 460 007 SE 065 507

Gretton, Harry; Challis, Neil
Assessment: Does the Punishment Fit the Crime?
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Mathematics Education

Assessment has various purposes. Is it for grading and sorting students? Is it for encouraging learning? The answer is yes to both, but when both technology and students' skills are evolving so rapidly, then assessment style must also evolve to ensure it continues to fulfill these objectives. The authors describe some of their experiences with changing assessment styles during the ongoing T-TIME project. (Contains 49 references.) (Author/DDR)

ED 460 008 SE 065 508

Morony, Will
Teacher Professional Associations as Key Contributors to the Effectiveness of Teachers' Work.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual UNESCO-ACEID International Conference on Reforming Learning, Curriculum and Pedagogy: Innovative Visions for the New Century (5th, Bangkok, Thailand, December 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Teachers; *Professional Associations; *Professional Development; *Teacher Effectiveness
IDENTIFIERS- Australia

The Australian experience is that teacher professional associations form the third side of the triangle of support for teachers' work; the others being teachers' formal education (initial preparation to be a teacher and ongoing study) and input from their employer. This third side is inherently critical public health problem. It is the only national effort that focuses on this age group. The guide is an initiative to prevent the use of alcohol by children ages 9 to 15. The strategies cited in the guide were selected by scientists convened by the National Institute on Alcohol Abuse and Alcoholism, part of the National Institutes of Health. The guide is divided into the following sections: "The Overlooked Age Group"; "Using This Guide"; "Strategies That Work"; "The Home"; "The School"; "The Community"; "Getting Started"; "Mobilizing Communities"; "Additional E-Sources"; "State Contacts"; and "Endnotes" (n=40). (BT)

ED 460 031 SO 033 442

Blom, Andreas; Holm-Nielsen, Lauritz; Verner, Dorte
Education, Earnings, and Inequality in Brazil, 1982-98: Implications for Education Policy. Policy Research Working Paper.
PUB DATE- 01
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Educational Benefits; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; *Labor Market; Postsecondary Education
IDENTIFIERS- *Brazil

This paper investigates how the remuneration of education has evolved during 1982-98, the period of reform. This strand of literature documents an increased convexity of the earnings function; that is, the returns of one additional year of schooling rises with the years of completed schooling. The educational attainment of Brazil's labor force has gradually increased over the past two decades, and, at the same time, the government has pursued a series of economic structural adjustment policies. The study reported how these simultaneous advances have altered the relationship between labor market earnings and education. The paper finds that the returns to education in the labor market fundamentally changed between 1982 and 1998, while the returns to tertiary education increased sharply. The returns to primary education dropped by 26% and the returns to lower secondary education dropped by 35%. The marginal reduction in wage inequality that occurred in this period was linked primarily to a reduction in the returns to schooling, only secondarily to a more equitable distribution of schooling. The supply of highly skilled labor is inadequate to meet demand, and a need is suggested for policy action aimed at increasing access to and completion of tertiary education. (Contains 43 notes, 11 figures, 4 tables, and 39 references. Appended are descriptive statistics; variable list and coding; regressions results; graphs; and strategies and recommendations.) (BT)

ED 460 032 SO 033 443

Sipahimalani, Vandana
India: Financing of Elementary Education in India in the 1990s. South Asia Education Sector Technical Working Paper.
PUB DATE- 00
NOTE- 58p.; Graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

a significant fashion, with capitalism and democracy? What role does education play in this context? In addressing these questions, this paper presents a framework which compares and contrasts different forms of violence in a systematic way, discusses how this typology can be used along various analytical dimensions, and focuses on the complex relationship between violence and education as an illustration of how the framework can be applied to analyze issues which are not commonly looked at from a violence and human rights perspective. The paper is guided by the assumption that violence is a multifaceted phenomenon associated with specific causes and responsible people or institutions. It also reflects a strong belief in the existence of universal human rights and the premise that the different forms of violence mentioned are sources of harm or suffering regardless of the type of society and culture a person lives in and individual characteristics do not matter. It finds that the possibility to enjoy an education and the quality of that educational experience bear on all forms of violence. (Contains 2 tables and 44 notes.) (BT)

ED 460 052   SO 033 486

Dahlman, Carl J.; Aubert, Jean-Eric
China and the Knowledge Economy: Seizing the 21st Century. WBI Development Studies.
PUB DATE- 01
NOTE- 190p.; "A joint publication of the World Bank's East Asia and Pacific Region and the World Bank Institute."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Economic Factors; Educational Needs; Foreign Countries; Futures (of Society); *Government Role; *Information Technology; Modernization
IDENTIFIERS- *China; Development Education; *Knowledge Management; Technology Integration

For a large part of the last two millennia, China was the world's largest and most advanced economy. Then it missed the Industrial Revolution and stagnated. Only after opening to the outside world in 1979 was China's economic performance again impressive. At the turn of the 21st century, China faces daunting internal challenges compounded by the knowledge and information revolution. To overcome these challenges the Chinese government must take on a new role to quickly exploit the knowledge revolution--the role of architect of appropriate institutions and provider of incentives to promote and regulate a new socialist market economy based on knowledge. This book presents policy recommendations for China as it moves from a command, industrial, and agriculture-based economy to a knowledge-based economy. The book argues that China will have to build solid foundations for a knowledge-based economy by updating the economic incentive and institutional regime, upgrading education and learning, and building information infrastructure. China must also raise the technological level of the economy by diffusing new technologies actively throughout the economy, improving the research and development system, and exploiting global knowledge. (Contains an extensive number of boxes and tables, 19 figures, a box figure, and 4 Appendix tables. Also contains extensive references.) (BT)

ED 460 053   SO 033 487

Spotlight on Inner Asia: The Bizarre Bazaar. Teacher and Student procedure section with background on the concepts presented. The book contains the following lessons: (1) "The Nature of Demand"; (2) "The Nature of Supply"; (3) "Equilibrium: Determining Prices and Quantities"; (4) "Understanding the Mathematics of Changes in Supply and Demand"; (5) "The Gains from Trade"; (6) "The Mathematics of Linear Economic Shapes: Slopes and Elasticities"; (7) "The Mathematics of Nonlinear Economic Shapes: The Production Possibilities Curve"; (8) "The Mathematics of Nonlinear Economic Shapes: The Cubic Cost Function"; (9) "Profit Mathematics"; (10) "Powerball Economics"; (11) "Cash or Annuity?"; (12) "Autonomics"; (13) "Tax Math"; (14) "The Mathematics of Savings"; and (15) "The Mathematics of Credit Card Interest and Fixed Payments." (BT)

ED 460 072 SO 033 532

Charkins, Jim
Choices & Changes in Life, School, and Work, Grades 2-4. Teacher's Resource Manual and Student Journal.
PUB DATE- 01
NOTE- 292p.; Publication made possible through funding of the Calvin K. Kazanjian Economics Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Daily Living Skills; *Decision Making; *Economics Education; Elementary Education; *Human Capital; *Service Learning; Social Studies; Student Participation
IDENTIFIERS- Work Orientation

This teacher's resource book for economics education in grades two to four contains lessons that are meant to be integrated across the curriculum. The purpose of the lessons is to help children learn about their ability to make choices and their responsibility for the consequences of those choices. Decision-making is a skill that, like any other skill, is learned through practice. The book introduces the 6-step decision-making process and helps students practice this skill throughout the lessons. An integral part of the book is service-learning and its alternatives. Other lessons in the book consider human capital, careers choices, the world of work, and consumption and production. The book is divided into four units: Unit One--"Choices"--(1) "Scarcity"; (2) "Alternatives"; (3) "Alternatives Have Advantages and Disadvantages"; (4) "Choice"; (5) "Opportunity Cost"; and (6) "Decision Making"; Unit Two--"Work, School, and My Human Capital"--(7) "Goods and Services, Work and Workers"; (8) "The Work I Do"; (9) "I Am a Bundle of Human Capital"; and (10) "School Is an Investment in Human Capital"; Unit Three--"Learning to Produce"--(11) "Workers Use Other Resources"; (12) "Inputs, Plan, Outputs"; (13) "Learning to Produce"; (14) "Practice"; and (15) "Teaching Others Builds Human Capital"; Unit Four--"An Economy"--(16) "Entrepreneurs and the Interdependence of Buyers and Sellers"; (17) "Markets and Exchange"; and (18) "The Labor Market: My Human Capital Pays Off." A service-learning project, an extensive bibliography, and a glossary are appended. The student journal booklet helps children keep track of what they are learning and enables them to develop a perspective on the entire set of lessons. It contains a set of practical economics exercise sheets for primary students in grades two to four to complete. The exercises in the booklet include service-learning

Evaluation Instruments (160)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Higher Education; Poverty; *Preservice Teacher Education; State Standards; *Teacher Certification; Teacher Evaluation
IDENTIFIERS- Waivers

This report presents information on three topics for which Congress mandated annual reports starting in 2001. Information comes from state surveys on teacher certification and licensure assessments, teacher candidate pass rates, and waivers of certification or licensure requirements. In 37 states, individuals can qualify for initial certificate or license by earning a bachelor's degree in education or a content area. In 11 states, people must earn degrees in a content area. While 35 states specify course requirements in the field of education, 11 states prescribe specific course requirements above and beyond general program and degree requirements. While 10 states do not require any teacher assessment for initial certification or licensure, 45 states require written assessments. A total of 20 states provide teacher preparation program pass rates on state-required assessments. Some waiver data are required by 45 states. Of the 34 states reporting comparisons between high- and low-poverty districts, 20 indicated that high-poverty districts had higher percentages of teachers with waivers. Four appendixes present: a list of praxis tests, scores, and state cut scores, 1998-99; a list of NES-developed state tests, 1998; teachers with waivers, by state, high- and low-poverty districts, and selected fields; and the questionnaire. (SM)

ED 460 091 SP 040 430

Impact: Eisenhower Professional Development Evaluation Publication, August-October 2000.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Improvement; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Mathematics Education; *Needs Assessment; Partnerships in Education; *Preservice Teacher Education; Science Education; Strategic Planning; Teacher Improvement; Teacher Role
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program; New Hampshire; Performance Indicators; Wyoming

This publication shares highlights from the Eisenhower Professional Development Evaluation Conference, also introducing the upcoming Improving America's Schools (IAS) Conferences. The Eisenhower conference focused on improving content knowledge and instructional practice through effective professional development. The IAS conference will examine former President Clinton's executive order on improving low-performing schools. The first article describes how the Wyoming Department of Education polled teachers, administrators, and support staff to determine their feelings about staff development opportunities. Lack of time and funding and unmanageable workloads were the main obstacles to respondents statewide. Most districts used traditional staff development models with little systematic follow-up. Wyoming established a professional development strategic design team for creating a clearer focus of professional development statewide and building strategic partnerships. The second article describes

Accountability; Adult Learning; Diversity (Student); *Educational Change; Educational Improvement; Educational Policy; Educational Research; Elementary Secondary Education; Faculty Development; *Literacy Education; *Mathematics Instruction; Reading Instruction; Student Evaluation; Writing Instruction

This publication synthesizes recent research about standards-based education. It is intended to inform efforts to improve low-performing schools and create or sustain standards- based, high-performing learning communities. The five chapters are: (1) "Literacy for All Children" (aspects of literacy, reading, writing, and exemplary literacy teachers and their schools); (2) "Mathematics Standards in Classroom Practice" (mathematics standards, the status of mathematics standards across the states, mathematics standards in classrooms, characteristics of an effective standards-based curriculum, characteristics of effective standards-based mathematics instruction, and diversity and standards-based classroom practices); (3) "Teacher Learning for Standards-Based Education" (teacher knowledge and beliefs for ambitious standards-based reform, teacher learning for effective-standards-based education, effective professional development for standards-based education, accountability in support of teacher learning, organizational supports for effective teacher learning, and teacher learning in high-performing, high-needs schools); (4) "Organizational Policies and Practices Supporting Ambitious Learning for All Students" (e.g., the system context, the importance of local organizational capacity, organizational vision, and leadership and distributed leadership); and (5) "Summary of the Status of Research" (effective standards-based classroom practices and professional development and organizational capacity). An annotated bibliography is included. (Chapters contain references.) (SM)

ED 460 111   SP 040 467

Apthorp, Helen S.; Bodrova, Elena; Dean, Ceri B.; Florian, Judy E.
Noteworthy Perspectives: Teaching to the Core--Reading, Writing, and Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 62p.; With Barbara B. Gaddy, Bryan R. Goodwin, Patricia A. Lauer, and Ravay Snow-Renner.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; Experiential Learning; Faculty Development; *Literacy Education; *Mathematics Instruction; *Reading Instruction; Student Evaluation; Teacher Improvement; Teaching Methods
IDENTIFIERS- Reform Efforts

This publication helps identify ways in which high standards can be established and carried out in the classroom, discussing the importance of high standards and what has been learned from research about how teachers can help their students meet high learning goals. Chapter 1, "Introduction," examines the intent of standards, what has happened in the states regarding standards, and how teachers are the key to learning. Chapter 2, "The Keys to Literacy: Teaching Reading and Writing," discusses literacy standards, the standards-based curriculum, the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Comprehensive School Health Education; Health Promotion; Secondary Education; *Sex Education; Sexuality
IDENTIFIERS- Abstinence; ERIC Digests; Sexually Transmitted Diseases

This digest addresses the need for school-based sex education (SBSE), identifying recent curricula that have made a positive difference in the lives of U.S. youth. Many sexual behaviors place U.S. youth at great risk for a multitude of negative health outcomes. Every year, approximately 3 million adolescents acquire a sexually transmitted disease, with HIV infection and AIDS the greatest threat. Currently, SBSE programs are grounded in science and psychosocial theory and have been rigorously evaluated. Specific characteristics that make them effective include: giving a clear message about sexual activity and condom/contraceptive use and continually reinforcing that message, and incorporating behavioral goals, teaching methods, and materials that are appropriate to students' age, sexual experience, and culture. The abstinence-only-until-marriage movement gained momentum with a 1996 Congressional Act allocating $250 million over 5 years to fund state abstinence education programs. Few evaluations of abstinence-only programs have occurred, and the available studies are inconclusive. The digest concludes that schools and communities must acknowledge that most youth will be sexually active before high school graduation and must respond proactively by providing students with the comprehensive sex education curricula needed to prevent detrimental outcomes. (Contains 17 references.) (SM)

ED 460 131   SP 040 642

Warner, Jack; Bryan, Clyde
The Unauthorized Teacher's Survival Guide. Second Edition.
PUB DATE- 01
NOTE- 224p.; With Diane Warner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Classroom Design; Classroom Environment; *Classroom Techniques; *Collegiality; Discipline; Elementary Secondary Education; Extracurricular Activities; Parent Teacher Cooperation; Stress Management; Stress Variables; Student Behavior; Substitute Teachers; Supplies; Teacher Role; Teacher Student Relationship; Time Management

This book provides suggestions from teachers and administrators on how to handle everyday issues in the classroom. There are 13 chapters in 4 parts. Part 1, "Preparing Yourself for Teaching," includes: (1) "Fitting in With the Staff"; (2) "Rapport with Your Students"; (3) "Rapport with the Parents"; (4) "Preparing for Those Extracurriculars"; and (5) "The Teacher's Many Hats." Part 2, "Preparing Your Classroom," includes: (6) "The Classroom Environment"; (7) "Teachers' Supplies"; and (8) "How To Prepare for a Substitute." Part 3, "The Big Three: Stress, Discipline, and Time Management," includes (9) "Managing Your Stress"; (10) "Discipline and Classroom Control"; and (11) "Classroom Management." Part 4, "Words of Encouragement," looks based on technology competencies recommended by the International Society for Technology in Education and adopted by the National Council for the Accreditation of Teacher Education (NCATE). Data were collected from Arkansas faculty who taught methods courses at colleges of education accredited by the NCATE. Data from 125 faculty members (56% response rate) show that reporting faculty from Arkansas are integrating computers into their instruction in three main areas: (1) use of e-mail and the Internet; (2) use of the World Wide Web for problem solving; and (3) use of word processing to generate booklets, reports, and newsletters. The reported use of databases or spreadsheets was just above the median score of 2.0. Simulation software and spreadsheets for authentic problem solving were seldom or never used. (Contains 5 tables, 2 figures, and 23 references.) (Author/SLD)

ED 460 150 TM 033 624

Jordanov, Wendy L.
An Examination of the Relationship between Learning Style and Technology Use.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Educational Technology; Higher Education; Individual Development; *Internet; *Student Attitudes; *Undergraduate Students

The relationship between students' learning styles and Internet use was studied in a college course in which technology was infused. The setting was a large multisection undergraduate education course on lifespan human development. The course was a traditional on-campus course in which technology was infused through an interactive course Web site, online substantive course material, and the use of online discussion rooms. All students were trained in the use of campus technology resources. The sample was approximately 300 undergraduate students, but only 139 students completed all 3 surveys over the course of the semester. Learning style was assessed through the Learning Style Inventory (D. Kolb, 1999), and measures of exposure to the Internet and computers and "Internet-focused style" were also administered. The study demonstrated that students preferred different styles when using the Internet than when learning in general. Regardless of their general learning style preferences, students moved toward more active dimension and mode styles when using the Internet. Previous research has suggested that a preference for an active learning style has a positive relationship with attitudes toward and performance on computer tasks. The results of the current study complement those findings. (Contains 3 tables and 19 references.) (SLD)

ED 460 151 TM 033 625

Edlger, Marlow
Assessing Teacher Recruitment and the Public Schools.
PUB DATE- 02
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

child welfare programs). The report concludes that Minnesota stands out in its provision of relatively generous program benefits to support its longstanding goal of reducing poverty and helping families become self-sufficient. Its expenditures for child care assistance increased dramatically over the years, though there are still long waiting lists for services. Child welfare cases have not increased following welfare reform. Remaining challenges include increasingly diverse caseloads and a severe housing shortage. (Contains 20 endnotes.) (SM)

ED 460 170 UD 034 388

Kaye, Laura; Nightingale, Demetra; Sandfort, Jodi; Fender, Lynne
Recent Changes in Massachusetts Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 5. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 23p.; Also supported by the Stuart Foundation. For additional State Update reports, see UD 034 385-389.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Children; Day Care; Early Childhood Education; Employment Services; Federal Programs; Low Income Groups; Political Influences; Social Influences; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Massachusetts; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

This brief summarizes information collected during visits to Massachusetts in 1999 and 2000 to document changes and progress since 1997, updating a 1997 report on the state's benefits and services and the economic and political context shaping Massachusetts' agenda for serving low-income families. It profiles Massachusetts' economy and population, reviews the income and social services safety net and caseload statistics, and offers three main sections that examine specific programs and services, administrative structure, general service delivery, and policies affecting key programs and their clients. First, it describes Massachusetts' Transitional Aid to Families with Dependent Children (TAFDC) program, including its work-related component for TAFDC recipients, and the overall workforce development system. Next, it addresses Massachusetts' system for providing child care to TANF and low-income families. Finally, it describes the child welfare system. Massachusetts shows the implications of a strong "work first" approach to welfare reform. It was one of the first states to implement a consolidated workforce development and one-stop career center system. Massachusetts prioritizes work-related services to TAFDC recipients who leave assistance for

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional Law; Desegregation Litigation; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Equal Education; Financial Support; Politics of Education; Public Opinion; Public Schools; *Racial Discrimination; Resource Allocation; *School Desegregation; Social Class; State Courts

This book examines the consequences of efforts to use state constitutional provisions to reduce resource segregation in U.S. schools, describing opposition to these decisions. It compares the relative success of school finance lawsuits to the project of school desegregation, exploring how race and class present sharply different obstacles to courts. Since a 1973 Supreme Court decision that deferred to the states regarding educational equality, one-third of state judiciaries have mandated reform of state-level educational funding systems. Part one, "Race, Class, and Educational Opportunity," includes (1) "Courts and Educational Opportunity: The Movement from Race to Class"; (2) "The Judicial Impact on School Finance Reform"; and (3) "Race, Class, and the Limits of Justice." Part two, "The Constitutional Ordering of Educational Opportunity," includes (4) "How Does a Constitution Mean? Constitutional Ordering and the Lessons of Educational Opportunity"; (5) "A Bounded Ambition: The Judicial Ordering of Educational Opportunity"; (6) "The Public's Opinion: Understanding Public Commitments toward Educational Opportunity"; (7) "Regimes of Inequality: The Organization of Educational Politics"; and (8) "Conclusion: Constituting Education in America." (Contains 245 references.) (SM)

ED 460 190 UD 034 637

Lonergan, James M.
Preparing Urban Teachers To Use Technology for Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest Number 168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Continuing Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Federal Aid; Federal Government; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teacher Improvement; Teaching Methods; Urban Schools
IDENTIFIERS- ERIC Digests

This digest reviews the current state of teacher preparation for using educational technology to improve student performance and achievement, describing promising initiatives for improving teachers' technology training. Though most teachers have some familiarity with computers, many do not incorporate computer skills into classroom instruction. Educational technology, when used to develop higher-order thinking skills, can positively impact learning. However, teachers in low-income schools often teach about the computer itself and use computers for drill and practice, thus denying students the opportunity to progress to higher-order problem solving. Overall, teacher training does

Associations between Participation in the National School Lunch Program, Food Insecurity, and Child Well-Being. JCPR Working Paper.
SPONS. AGENCY- Wisconsin Univ., Madison. Inst. for Research on Poverty.; Department of Agriculture, Washington, DC.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Problems; Black Students; *Child Behavior; *Child Development; *Child Health; Elementary Secondary Education; Low Income Groups; *Lunch Programs; Mathematics Achievement; Socioeconomic Status; *Well Being
IDENTIFIERS- African Americans; *Food Security; *School Lunch Program

This study examined the association between food insecurity, participation in the National School Lunch Program (NSLP), and child well-being. Participants were children age 6-12 years in families in which at least one child participated in the NSLP. Data came from the 1997 Child Development Supplement to the Panel Study of Income Dynamics. Food insecurity was measured using a scale developed by the U.S. Department of Agriculture. Child outcomes were measured in the areas of health, behavioral adjustment, and achievement. Data analysis indicated that while food insecurity itself was mostly a product of financial constraints, marginal food insecurity was possibly more attributable to a broader range of socioeconomic and cultural factors. Measures of families' economic status were highly related to children's participation in the NSLP. There was a dramatically increased likelihood of participation in the NSLP among black children. Food insecurity was associated with behavioral problems, increased odds of health limitations, and decreased math scores. After adjusting for selection, participation in the NSLP did not significantly impact child outcomes. The exception was for children in families experiencing child hunger, for whom participation was associated with reduced behavior problems. (Contains 26 references.) (SM)

ED 460 210 UD 034 660

Williams, Howard
Multisectoral Strategies for Advancing Girls' Education: Principles and Practice. SAGE Technical Report.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Educational Improvement; Elementary Secondary Education; Equal Education; Federal Aid; *Females; Foreign Countries; Gender Issues; Government School Relationship; Nongovernmental Organizations; *Partnerships in Education; School Community Relationship; *Womens Education
IDENTIFIERS- Guatemala; *Guinea; Mali; *Morocco; Peru

This paper describes issues, experiences, and strategies used in developing successful multisectoral partnerships to advance girls' education, using Guinea and Morocco as examples. Chapter 1 introduces the issue, discussing barriers to girls' education

Issue, see ED 438 386.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Blacks; Child Health; *Community Health Services; Community Planning; *Family Health; Health Promotion; Immigrants; Minority Groups; *Poverty; Pregnancy; Public Health; Refugees; Urban Areas
IDENTIFIERS- *Access to Health Care; California (San Diego); Childrens Health Insurance Program; Georgia (Atlanta); Louisiana (New Orleans); Medicaid; *Risk Reduction; Sexually Transmitted Diseases; Tuberculosis; Virginia (Richmond); Washington (Seattle)

This publication includes five articles on health care and health promotion within impoverished communities. "The Health of Families and Communities" (Douglas W. Nelson) introduces the issue, discussing the work of the Annie E. Casey Foundation in communities. "Inconspicuous Consumption: Treating Latent TB Infection in Seattle" (Bill Rust) reports on an effective pilot program to help refugees in Seattle successfully complete a 6-month program of therapy for latent tuberculosis infection. "Health Care for All: Medicaid and CHIP Outreach in New Orleans" (Michael DeCourcy Hinds) describes a neighborhood-based program to sign up more children who are eligible for public health insurance. "The Capacity to Heal: The Rebirth of a Community Health Center in Richmond" (Bill Rust) tells the story of a community-wide effort to reopen a defunct neighborhood health center. "Walking the Plain Talk: Protecting Sexually Active Teens in Atlanta, New Orleans, and San Diego" (Bill Rust) assesses the Annie E. Casey Foundation's community-based initiative to protect sexually active teens from pregnancy and sexually transmitted diseases. (SM)

ED 460 229 UD 034 682

Gonzalez, Juan
Harvest of Empire: A History of Latinos in America.
PUB DATE- 00
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cubans; Cultural Differences; *Cultural Influences; Dominicans; Foreign Countries; *Hispanic American Culture; *Hispanic Americans; Immigrants; Mexicans; Minority Groups; Puerto Ricans; Spanish Speaking; United States History
IDENTIFIERS- Colombians; Latinos

This book presents an integrated historical look at Latin America and Latinos in the United States, offering portraits of real-life Latino pioneers and sketches of the political events and social conditions that compelled them to leave their homeland and examining how they have transformed the nation's cultural landscape. Part 1, "Roots," includes (1) "Conquerors and Victims: The Image of America Forms (1500-1800); (2) "The Spanish Borderlands and the Making of an Empire (1810-1898); and (3) "Banana Republics and Bonds: Taming the Empire's Backyard (1898-1950). Part 2, "Branches," includes (4) "Puerto Ricans: Citizens Yet Foreigners"; (5) "Mexicans: Pioneers of a Different Type"; (6) "Cubans: Special Refugees"; (7) "Dominicans: From the Duarte to the George Washington Bridge"; (8) "Central Americans: Intervention Comes Home to Roost"; and (9) "Colombians and Panamanians: Overcoming Division and Disdain." Part 3, "Harvest," includes (10) "The Return of Juan

*Welfare Reform; Working Poor
IDENTIFIERS- Colorado; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families

Colorado's welfare reform legislation significantly departs from the state's traditional emphasis on education and training while further embracing a decentralized administrative structure. The state's welfare system has shifted from an education and training model to a work-first model. This report presents findings from data collected in 1999 and 2000 regarding the state's social service system. It begins with a short profile of Colorado's demographic, economic, and political conditions, then presents an overview of the state's social safety net. The following three sections offer more detail on specific programs and services: Colorado's Temporary Assistance for Needy Families Program, Colorado Works; the state's system for providing child care for both Colorado Works recipients and other low-income families; and the child welfare system, with particular emphasis on the interaction between child welfare and welfare reform. Each section discusses important policies affecting the program and the clients being served, the program's administrative structure and general service delivery, and recent changes. The report concludes with a summary of noteworthy trends across the different social policy areas. (Contains 18 endnotes.) (SM)

ED 460 248 UD 034 708

Holcomb, Pamela A.; Schlichter, Kathryn; Schmidt, Stefanie R.; Adams, Gina; Leos-Urbel, Jacob
Recent Changes in Alabama Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 10. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 22p.; For other state reports, see UD 034 385-389 and UD 034 704-707. Also sponsored by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Early Childhood Education; Low Income Groups; *Social Services; State Government; Welfare Recipients; *Welfare Reform; Working Poor
IDENTIFIERS- Alabama; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; *Welfare to Work Programs

Alabama has a long history of providing a modest safety net for low-income families and children. This report examines Alabama's cash assistance, workforce development, child care, and child welfare systems for low-income families with children. Information comes from interviews with managers and front-line workers, focus groups with parents and child care providers, and interviews with child welfare administrators.

DESCRIPTORS- Access to Information; Archives; *Electronic Libraries; Indexes; *Indexing; Information Networks; Shared Resources and Services; *Users (Information)
IDENTIFIERS- *Video Technology

This paper focuses on a user driven approach to improve video indexing. It consists in cumulating the large amount of small, individual efforts done by the users who access information, and to provide a community management mechanism to let users share the elicited knowledge. This technique is currently being developed in the "OPALES" environment and tuned up at the "Institut National de l'Audiovisuel" (INA), a National Video Library in Paris, to increase the value of its patrimonial video archive collections. It relies on a portal providing private workspaces to end users, so that a large part of their work can be shared between them. The effort for interpreting documents is directly done by the expert users who work for their own job on the archives. OPALES provides an original notion of "point of view" to enable the elicitation and the sharing of knowledge between communities of users, without leading to messy structures. The overall result consists in linking exportable private metadata to archive documents and managing the sharing of the elicited knowledge between users' communities. (Contains 22 references.) (Author/AEF)

ED 459 835 IR 058 371

Christel, Michael G.; Maher, Bryan; Begun, Andrew
XSLT for Tailored Access to a Digital Video Library.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 11p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Interfaces; Computer System Design; *Electronic Libraries; Higher Education; Library Collection Development; Multimedia Materials; *Videotape Recordings
IDENTIFIERS- Carnegie Mellon University PA

The Informedia Project at Carnegie Mellon University has created a multi-terabyte digital video library consisting of thousands of hours of video, segmented into over 50,000 stories, or documents. Since Informedia's inception in 1994, numerous interfaces have been developed and tested for accessing this library, including work on multimedia abstractions, or surrogates, which represent a video document in an abbreviated manner. The utility and efficiency of these surrogates have been reported in detail elsewhere, validated through a number of usability methods, including transaction log analysis, formal empirical studies, contextual inquiry, heuristic evaluation, and cognitive walkthroughs. This paper begins with an introduction to a few of these interfaces and their implementation history. The promise of Web technologies is then discussed, particularly the recommendations of the World Wide Web Consortium (W3C), leading to a presentation of the Informedia digital video library delivered through a Web browser via XML and XSLT. Emphasis is placed on the tailored accessibility offered by this information architecture, with specific examples given as evidence. The paper concludes with a evaluate, and promote new partnerships. Chapter 2 addresses library partnerships with public agencies and provides four case studies that exemplify those types of library partnerships. Chapter 3 identifies library partnerships with foundations and nonprofits, supplies six case studies, and offers details on community foundations in California. Chapter 4 explores library partnerships with businesses and provides four case studies, three of them from libraries outside of California. Chapter 5 outlines information on library partnerships with the media and three case studies of successful library/media partnerships. Chapter 6 provides an A to Z guide to partnership methodology and structure. (Contains 25 references.) (MES)

ED 459 855 IR 058 407

Brockman, William S.; Neumann, Laura; Palmer, Carole L.; Tidline, Tonyia J.
Scholarly Work in the Humanities and the Evolving Information Environment.
PUB DATE- 01
NOTE- 46p.; Research funded by University of Illinois at Urbana-Champaign Campus Research Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Case Studies; *College Faculty; Higher Education; *Humanities; *Information Seeking; Information Sources; Information Utilization; Interviews; Library Collections; Library Role; Library Services; Research Libraries; *Research Skills; Researchers; *Scholarship
IDENTIFIERS- Electronic Resources; Humanists; University of Chicago IL; University of Illinois Urbana Champaign

This study explored the perspectives and information behaviors of scholars in the humanities. The following general questions were examined: How do humanities scholars think about, organize, and perform their research? How are information sources used throughout the research process? And, how do electronic information sources affect work practices? In addition, the research also looked at two specific questions related to research library collections and services: What functions and characteristics make one resource better than another? And, how can the traditional role of the library as a repository for printed works be reconciled with the provision of virtual, unallocated resources? Participants were 33 humanities scholars from the University of Illinois at Urbana-Champaign and the University of Chicago. Data were collected by project-based semi-structured interviews, selected case studies, and follow-up semi-structured interviews. Findings are reported in the following areas: (1) ways of reading, including chaining to enable reading; (2) collaborative networking; (3) researching and searching, including collections as capital, many states of primary materials, multitude of sources, access tools for speed and scope, diverse skills and strategies, generic searching problems, and browsing across collections and tools; and (4) ways of writing, including information management, accretion, and refinement, as well as oscillating and overlapping synthesis work. One of the last sections is "Trends: The Evolving Information Environment for Humanists." Methods are appended. (Contains 29 references.) (MES)

ED 459 856 IR 058 408

Covey, Denise Troll

and distance education. New forms of distance education portend a change for student populations, while encouraging faculty to develop new modalities of teaching and administrators to provide a new infrastructure of support. As a result, the advent of distance education is forcing many institutions to review and amend their existing policies and procedures. The areas covered in this paper include: (1) intellectual property policies; (2) ownership of distance education courses; (3) faculty issues; (4) student issues; (5) limiting liability; (6) commercialization; and (7) teaching beyond state and international borders. The paper argues that intellectual property policy is a core issue. An online learning policy will implicate patent, copyright, and software policies, and for some institutions, their trademark, multimedia, and videotaping policies. The paper delineates six areas that should be addressed when revisiting intellectual property issues: (1) clarification of what constitutes intellectual property; (2) definition of inventor and author rights; (3) identification of when and how the institution can use intellectual property; (4) clarification of how faculty will be compensated for the development and preparation of online classes; (5) identification of who will administer the institutions' policies; and (6) clarification of when the inventor or author can use the institution's trademarks. (NB)

ED 459 876 JC 020 068

Head, Ronald B.
Distance Learning at Piedmont Virginia Community College.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Community Colleges; Computer Mediated Communication; Delivery Systems; *Distance Education; Grade Point Average; *Nontraditional Education; *Online Courses; *Telecourses; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Piedmont Virginia Community College

This research paper analyzes the distance learning program at Piedmont Virginia Community College (PVCC) for the 2000-2001 school year, during which PVCC offered 34 distance learning classes. Findings indicate that: (1) 25 of the classes were Web-based (asynchronous) and 9 were compressed video (synchronous); (2) nearly 3% of all classes at PVCC during the year were distance learning classes; (3) an average of 12 students was enrolled in each class; (4) 318 students, or 4% of all students, were enrolled in at least 1 distance learning class--this percentage was the lowest in the Virginia Community College System (VCCS); (5) 17% of students enrolled in distance learning were in compressed video classes, 83% in Web-based classes, and 0.6% in both; (6) although the percentage of distance learning students needing remedial classes was similar to that of regular students, distance learning students were much more likely to need remedial math than remedial English or other remedial coursework; (7) the cumulative GPA of distance learning students (2.980) was similar to that of regular students (2.985); and (8) the withdrawal rate for Web-based classes (25%) was much higher than for compressed video (9%) and regular (11%) classes, suggesting that many students enrolling in online courses were unprepared for the special demands of Web-based learning. (NB)

Finance; *Educational Objectives; Enrollment; Program Implementation; School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *College of Marin CA

This report presents the conclusions and recommendations of the Indian Valley campus (California) community task force to the Marin Community College District trustees. The trustees appointed the Indian Valley campus task force in 2000 to study options for the educational vitality, fiscal sustainability, and community benefit of the campus. This paper is the culmination of several task force meetings; it presents a background on the Indian Valley campus, options and strategies for viability, recommendations, and appendices. Highlights include: (1) enrollment at the campus is declining and existing buildings are poorly designed for student needs; (2) technology-based instruction should play an expanded role at the Indian Valley campus if it is to adequately perform its educational role; (3) four possible, major areas for program excellence include biotechnology and bioinformatics, environmental sustainability, health and wellness, and contract education; (4) the Indian Valley campus must develop new partnerships and strengthen existing ones, especially with businesses in the biotechnology and information technology realms; (5) the board might consider consolidating Indian Valley campus with Kentfield campus; and (6) converting Indian Valley campus into a viable academic operation requires a full-time professional to conduct outreach and market campus programs. Further recommendations for program revitalization, community partnerships, and alternative uses are included. Appended are a list of offers at nearby community colleges, a Marin Independent Journal article, and a description of a Dominican University program. (EMH)

ED 459 897 JC 020 099

Student Outcomes Assessment 1995-96: A Progress Report to the Virginia Community College System.
PUB DATE- 02
NOTE- 30p.; For the 2000-01 assessment, see JC 020 101.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Writing; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Developmental Studies Programs; Enrollment; *Remedial Programs; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Germanna Community College VA; Virginia Community College System

This annual report summarizes progress on two aspects of Germanna Community College's (Virginia) Student Outcomes Assessment program: developmental education and transfer student success. The analysis of developmental education shows that a substantial proportion of students benefit from developmental coursework in writing and basic math. High school graduates enroll in developmental courses at rates similar to the student body as a whole. Students who are identified for developmental courses and take them are more likely to complete collegiate courses. However, the analysis indicates that there are unresolved issues, focusing primarily on the placement process. Analysis of transfer student success shows that overall, from 1990-1996, 76% of students who applied were accepted for admission to the 10 public colleges and universities that provided data. More than half of the students who applied were enrolled, and approximately 80% of those who enrolled completed

Verbal Communication; Writing Instruction; Young Children
IDENTIFIERS- Reading Behavior

This booklet offers practical, up-to-date information on early childhood literacy for those who interact with young children. Topics addressed by the booklet include: (1) supportive learning environments; (2) learning to talk; (3) optimizing learning; (4) supporting the literacy development of young children; and (5) fundamental principles for literacy learning. Discussion in this latter area focuses on literacy beginning with talking and listening, ideas for activating imagination, ideas for promoting talk in early childhood settings, reading as comprehension, cueing systems, ideas for promoting reading in early childhood settings, recommended authors, writing as a powerful form of human expression, and ideas for promoting writing in early childhood settings. (Contains 13 references.) (EV)

ED 459 917 PS 029 985

Stoney, Louise
Child Care in the Southern States: Expanding Access to Affordable Care for Low-Income Families and Fostering Economic Development.
PUB DATE- 00
NOTE- 27p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; *Economic Development; *Grants; *Low Income Groups; State Action; State Surveys
IDENTIFIERS- *Child Care Costs; Child Care Needs; Day Care Availability; *United States (South)

This report focuses on the financial aspects of child care from the perspective of families and government. The need for affordable child care in the Southern states is illustrated in a series of state-by-state charts and graphs. Information on the percentage of low-income families that receive help paying for child care in each state is also included. The report also goes beyond this story of need to demonstrate that child care subsidies can actually pay for themselves in real dollars returned to the government through taxes; in short, public funds invested in child care can also be an important economic development strategy. Data are presented as follows: (1) child care is an essential support for working families; (2) percentage of working mothers in southern U.S. states; (3) child care is expensive; (4) low-income families cannot afford to work without subsidized child care; (5) for single parents the cost of child care can be crippling; (6) most families do not have access to inexpensive child care provided by "kith and kin"; (7) too often child care subsidies are limited to families on welfare; (8) investing in child care is a key economic development strategy; (9) publicly funded child care pays for itself; and (10) employers benefit from offering child care support. (EV)

ED 459 918 PS 029 986

Action Plan To Improve Access to Child Care Assistance for Low-Income Families in the South.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 56p.; "As presented in 'Sound Investments: Financial Support for Child Care Builds Workforce Capacity and Promotes

PUB DATE- 01
NOTE- 390p.; For the 2000 Factbook, see ED 448 885.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; American Indian Reservations; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Women; Family Income; Infant Mortality; Juvenile Justice; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; Special Needs Students; State Surveys; Substance Abuse; Tables (Data); Violence; Welfare Recipients; *Well Being
IDENTIFIERS- Arrests; Child Mortality; *Indicators; Risk Taking Behavior; *South Dakota; Vaccination

This Kids Count factbook examines statewide trends in well-being for South Dakota's children. The statistical portrait is based on 24 indicators in the areas of demographics, health, education, economic status, and safety. The indicators are: (1) poverty thresholds; (2) population; (3) population on Indian Reservations; (4) infant mortality; (5) low birth weight rate; (6) child death rate; (7) teen violent death rate; (8) rate of births to single teens; (9) prenatal care rates; (10) immunization rates; (11) school enrollment; (12) dropout rates; (13) number of children with special needs; (14) poverty statistics; (15) personal income; (16) number of women in the workforce; (17) TANF, food stamps, and Medicaid recipients; (18) child care services; (19) juvenile offense referrals; (20) child abuse and neglect rates; (21) youth related traffic accidents; (22) juvenile drug and alcohol treatment admissions; (23) youth tobacco use; and (24) youth risk behaviors. The first part of the factbook presents introductory materials and a summary of the report. The major portion of the factbook presents state and county data tables for each indicator. Among the findings are the following: the percent of children living with underemployed parents is one of the lowest in the country; teen birth rate is 50% below the national rate; infant mortality rate has declined; and the child death rate is among the highest in the nation. The factbook concludes with a section listing data resources, Web sites of interest, information on performing data calculations, and interpretation instructions. (SD)

ED 459 937 PS 030 017

Chapin Hall Center for Children Projects and Publications, 2001-2002.
PUB DATE- 01
NOTE- 51p.; For the 2000 guide, see ED 445 834.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Welfare; Children; Community Development; Global Approach; International Cooperation; Program Descriptions; *Public Policy; Research and Development; *Research Projects; *Social Services; Well Being
IDENTIFIERS- *Policy Research; *University of Chicago IL

ED 459 952 PS 030 050

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Florida. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 27p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Florida

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Florida. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Florida and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Florida are then compared to those nationwide. Findings of this report reveal that more than 60 percent of mothers with children under age 5 and more than two-thirds of mothers with school-age children are employed. Approximately 75 percent of children under age 5 with employed mothers are in nonparental child care, with more than 40 percent in full-time nonparental care. Almost one-third of 6- to 9-year-olds are in before- and after-school programs, compared to one-seventh of 10- to 12-year-olds. The use of self-care increases as school-age children get older. Low-income families spend almost three times more of their earnings on child care than do higher-earning families. (KB)

ED 459 953 PS 030 051

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers:

Skepticism toward Advertising" (Tamara F. Mangleberg and Terry Bristol); (3) "Evaluating the Impact of Affiliation Change on Children's TV Viewership and Perceptions of Network Branding" (Robert Abelman and David Atkin); (4) "Youth, Advertising, and Symbolic Meaning" (Cindy Dell Clark); (5) "'We'll Be Back in a Moment': A Content Analysis of Advertisements in Children's Television of the 1950s" (Allison Alexander, Louise M. Benjamin, Keisha L. Hoerrner, and Darrell Roe); (6) "Mothers' Preferences for Regulating Children's Television" (Ann D. Walsh, Russell N. Laczniak, and Les Carlson); (7) "A Comparison of Children's and Prime-Time Fine-Print Advertising Disclosure Practices" (Darrel D. Muehling and Richard H. Kolbe); (8) "The Beauty Myth and the Persuasiveness of Advertising: A Look at Adolescent Girls and Boys" (Mary C. Martin, James W. Gentry, and Ronald Paul Hill); (9) "Selling Food to Children: Is Fun Part of a Balanced Breakfast?" (Bonnie B. Reece, Nora J. Rifon, and Kimberly Rodriguez); (10) "How Do We Persuade Children not To Smoke?" (Laura A. Peracchio and David Luna); (11) "Camels and Cowboys: How Junior High Students View Cigarette Advertising" (Barbara J. Phillips and Liza Stavchansky); (12) "Adolescents' Attention to Beer and Cigarette Print Ads and Associated Product Warnings" (Richard J. Fox, Dean M. Krugman, James E. Fletcher, and Paul M. Fischer); (13) "Advertising to Children in the Twenty-First Century: New Questions within Familiar Themes" (Christine Wright-Isak); (14) "The Future for Children and the Internet" (Carole Walters); (15) "Advertising's Effects: Juxtaposing Research with Older and Younger Youths" (Marvin E. Goldberg); and (16) "The Context of Advertising and Children: Future Research Directions" (Jeffrey J. Stoltman). (Each chapter contains references.) (HTH)

ED 459 968 PS 030 085

Goldberg, Sally
Constructive Parenting.
PUB DATE- 02
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Brain; Child Caregivers; Child Health; *Child Rearing; Cognitive Development; Discipline; Individual Development; *Infants; Language Acquisition; Motor Development; *Parent Child Relationship; *Parent Education; Parent Teacher Cooperation; Play; *Preschool Children; Social Development
IDENTIFIERS- Brain Development

This book turns important research and theory into essential, easy-to-follow guidelines for new parents and child care providers to help them focus on the critical first 3 years of life to build a strong foundation for the future. All the key areas of child development are covered, including self-esteem, and cognitive, motor and social development. Also included in information on health issues and the importance of play. The chapters of the book are as follows: (1) "Building Your Child's Self-Esteem"; (2) "Parent-Child Interaction"; (3) "Areas of Child Development"; (4) "Facilitating Development through Activities"; (5) "Activities for Cognitive Development"; (6) "Activities for Motor Development"; (7) "Activities for Social Development"; (8) "Activities for Language Development"; (9) "All about Play"; (10) "The Three Parts of Health" (nutrition, experiences, and aspirations of poor people in 14 selected countries. In each country, interviews and discussion groups were held in 8-15 rural and urban communities that reflected the most prevalent poverty groups and the diversity of poverty in that country. The countries are Ghana, Malawi, Nigeria, Bangladesh, India, Indonesia, Bosnia and Herzegovina, Bulgaria, Kyrgyz Republic, Russian Federation, Argentina, Brazil, Ecuador, and Jamaica. The chapters bring to life the peculiarities of what it means to be poor in various communities, including the perceived global, local, and environmental causes of poverty; the contributions of governments, institutions, and community organizations to well-being or their lack; the struggle for education; poor health conditions; discrimination and violence against women; child welfare, child labor, and young people's loss of hope; and survival strategies. Despite very different regions and contexts, four major themes emerged: (1) the diversity of assets and capabilities needed by poor people to survive and overcome poverty; (2) the profound impact of economy-wide policies and shocks on poor people's lives; (3) the negative effects of the culture of mediating institutions on well-intended policies; and (4) the persistence of gender inequity in households and societies, and the acute vulnerability of children in struggling households. Policy recommendations focus on reversing state failure to reduce poverty and human suffering. Appendices present development indicators for the 14 countries, currency exchange rates, and an overview of study themes and methods. (SV)

ED 459 986 RC 023 348

Yan, Wenfan
Postsecondary Enrollment and Persistence of Students from Rural Pennsylvania.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Aspiration; *College Attendance; College Preparation; Employment Experience; *High School Graduates; High Schools; Higher Education; Parent Influence; Peer Influence; *Rural Urban Differences; *Rural Youth; Socioeconomic Influences; Student Experience
IDENTIFIERS- National Education Longitudinal Study 1988; *Pennsylvania

This report examines the factors that influence the postsecondary enrollment and persistence of rural Pennsylvania students, compared to students from urban and suburban areas. The National Education Longitudinal Study of 1988 provided data on 216 rural, 103 urban, and 323 suburban high school graduates from Pennsylvania. Depending on their status in 1992 and 1994, respondents were labeled as "no postsecondary education (no PSE)," dropouts, late enrollers, or persistent students. "No PSE" accounted for 48 percent of rural students, 28 percent of urban students, and 36 percent of suburban students. Among students who enrolled in college, there were no differences by location for dropouts; suburban students were more likely to be persistent and less likely to be late enrollers than were rural or urban students. Rural students' college enrollment and persistence were significantly related to socioeconomic status, gender, marital status, enrollment in an academic high school program, enrollment in science courses in high school, having friends who thought studying was important, having friends with democratic and empowering for teachers--they are in control. It also gives teachers a 'voice' and contributes to their overall professional standing. This paper outlines the ways in which associations of teachers of mathematics operate in Australia as an example of the ways in which teacher subject associations can contribute to the knowledge and skills of their members. Discussion centers on the capacity for sharing insights and approaches with colleagues in the Asia-Pacific region, and learning from them, in the context of increasing globalization and improving access to information and communication technologies. (DDR)

ED 460 009 SE 065 544

Hradnansky, Terre A.
A Family Math Program To Increase Parent Participation in Math Homework in a Primary Multi-Age Classroom.
PUB DATE- 99
NOTE- 47p.; Practicum Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Assignments; *Computer Uses in Education; Elementary Education; *Family Role; *Family (Sociological Unit); Home Study; Mathematics Education; *Online Systems; *Parent Participation

This practicum was designed to increase parental involvement and parental support in the area of interactive mathematics homework by helping parents to better understand their role and responsibilities towards helping their child with the interactive math homework that reinforces the curriculum. Family math meetings were offered and follow-up newsletters were written and distributed to parents. The writer conducted two family math sessions that included a parent education portion, a math materials make-it/take-it portion, and a parent-child interaction portion. During the parent education portion, the writer informed parents about the math curriculum and modeled teaching strategies that support children's mathematical thinking. The families made math materials and parents used the modeled teaching strategies while interacting with their children during the parent-child interaction portion of the meeting. The writer wrote and distributed four math newsletters to increase parent knowledge of both the math curriculum and the use of instructional strategies with interactive math homework activities. The results of the practicum were positive. The data indicated parents used instructional strategies that supported children's mathematical learning during family math meetings and in homework completion. Parent participation in homework increased. Parents reported they had a better understanding of the math curriculum and how to help their child with interactive math homework. (DDR)

ED 460 010 SE 065 545

Kannankutty, Nirmala; Kang, Kelly
Employment Preferences and Outcomes of Recent Science and Engineering Doctorate Holders in the Labor Market. Issue Brief.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Research; *Elementary Education; *Expenditures; Foreign Countries
IDENTIFIERS- *India; Public Private Relationship; World Bank

This paper studies the trends in the financing of elementary education in India over the past decade. In 1994 the Indian Supreme Court issued a directive to universalize free and compulsory elementary education, but that in a changing economic milieu where social service expenditures have often been reduced in other countries, it is important to analyze the financing of elementary education in India. The paper considers the financing of elementary education by all agents, including: the government of India and individual state governments. Household data from central and state government budget documents are used to obtain public expenditures, while private expenditures are obtained from survey data. The analysis in the paper compares public spending on elementary education over time and across states. It explores the relationships between spending on elementary education and national/state incomes. It also examines the variations in real expenditures and real expenditures per student. The paper attempts to correlate public expenditures with enrollments in elementary schools in various states. The paper studies the role of household spending on sending children to government, private aided, and private unaided schools in the various states. Includes 29 notes, 2 information boxes, and 19 tables. Six figures are annexed. (Contains 18 references.) (BT)

ED 460 033 SO 033 444

Girishankar, Navin; Alemayehu, Abebaw; Ahmad, Yusuf
Handling Hierarchy in Decentralized Settings: Governance Underpinnings of School Performance in Tikur Inchini, West Shewa Zone, Oromia Region. Africa Region Working Paper Series.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; *Developing Nations; *Educational Administration; *Educational Change; Educational Research; *Elementary Education; Evaluation Methods; Foreign Countries; Surveys
IDENTIFIERS- *Ethiopia; *Hierarchical Control; School Performance Indicators; World Bank

This paper provides a survey-based analysis of the governance of school performance in Tikur Inchina, a "woreda" (a sub-national unit of government) in Ethiopia's Oronia Region. A World Bank team piloted the "assessing constraints" survey tool to collect quantitative and perception data on the governance underpinnings of primary schooling. The pilot also identified options for institutional reform that would be feasible and credible in the eyes of woreda administrators, community representatives, and school officials. The reality in Tikur's educational system was one of almost exclusive reliance on topdown or hierarchical controls during allocation and implementation. The use of hierarchy produced mixed results. Systematic interventions by higher levels of government prevented woreda and school officials from making legitimate allocative choices. This overly centralized approach also generated budgetary uncertainty and various operational inefficiencies. In meeting these constraints, school and woreda officials responded in ways that could be instructive in future attempts to deepen democratic decentralization. Schools and

Resource Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 291p.; Funded by a Title VI Grant.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; *Asian Studies; Class Activities; Classroom Techniques; Foreign Countries; *Geographic Regions; Learning Activities; Non Western Civilization; *Regional Characteristics; Secondary Education
IDENTIFIERS- *Asia (Central); *Asia (Inner); Asian Culture; Global Issues; Mongols

Inner and Central Asia extends as far east as central China and as far west as areas in the Middle East. The changing empires over time (as well as the "shifting sands" of the geographic landmass) made it difficult to consider this as a single area. Moreover, the cultural exchanges which took place across this landmass, the transport of ideas as well as goods, and the "timelessness" as well as the contemporary relevance, all make the task even more difficult to categorize. A person can enter a bazaar, which is "centerless," from many directions and wander through, exiting from a totally different door. The plan is to enter the bazaar delineated in this resource guide through any of these gates: the early history of inner Asia; the Silk Road; the Mongol Empire; Islam; playing the Great Game; or in the modern period. The resource guide begins with an introduction, maps, a time chart, a glossary, and the Teacher Guide (Teaching Methodology; Suggested Teaching Activities). It is then divided into the following broadly sketched sections: (1) "How Can One Imagine Inner Asia Geographically?" ("Landscape and Climate; Settlements and Dwellings"); (2) "How Did Movement across the Region Influence Multiple Cultural Interaction?" ("Migration: Explorations, Quests and Conquests"; "Trade and Material Exchange"; "Religion and Information Exchange"; "Culture and Customs"); (3) "How Did the Mongolian Conquest and Empire Influence Inner Asia History?" ("Mongolian Customs and Traditions"; "Mongols' Achievements and Heroes"); and (4) "How Does Inner Asia Fit into the Modern Content of Global Issues?" ("Politics and Nationhood"; "Society in Transition"; "Economy and Development"; "Environment)". Seven teacher background readings are included. (BT)

ED 460 054   SO 033 505

Beck, Peggy
GlobaLinks: Resources for Asian Studies, Grades K-8.
PUB DATE- 02
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian Studies; Elementary Education; Foreign Countries; *Geographic Regions; Internet; National Standards; *Resource Materials; Student Research
IDENTIFIERS- *Asia; Multicultural Materials; *Web Sites

The growing accessibility of the Internet in schools and homes has removed borders and barriers to learning. Schools can maximize students' multicultural experiences by developing activities, decision-making activities, goods and services activities, work-related activities, human capital activities, and skill development activities. (BT)

ED 460 073 SO 033 534

Haskell, Diana; Haskell, Doug
Choices & Changes in Life, School, and Work, Grades 5-6. Teacher's Resource Manual and Student Journal.
PUB DATE- 01
NOTE- 283p.; Publication made possible through funding of the Calvin K. Kazanjian Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Decision Making; *Economics Education; Grade 5; Grade 6; *Human Capital; *Interdisciplinary Approach; Intermediate Grades; *Labor Market; *Social Studies
IDENTIFIERS- *Economic Concepts; Work Orientation

Three recurring themes are found in "Choices and Change in Life, School, and Work" lessons for fifth and sixth grade students: human capital development; personal decision making; and participation in the labor market. The teacher's resource manual contains 15 lessons grouped into units, linking 3 lessons to a broad generalization about economic themes. Each unit begins and ends with a guiding question that frames the intended outcome and includes examples of children's literature to develop the three aforementioned themes. The manual is divided into the following sections: Unit One--"Improving Human Capital Opens Doors of Opportunity"--(1) "What if I Do Not Have the Skills and Knowledge I Need to Produce?"; (2) "How Can I Improve My Human Capital?"; (3) "What Results When People Improve Their Human Capital?"; Unit Two--"Making Better Decisions Increases Opportunities for Success"--(4) "How Can I Make Decisions about My Future?"; (5) "How Can I Improve My Ability to Produce What People Want?"; (6) "What Results When People Can Produce More?"; Unit Three--"Finding Better Ways to Produce Satisfies More Wants"--(7) "Can I Produce Something People Want?"; (8) "Can I Use Physical Capital to Produce More Things People Want?"; (9) "What Results When People Use Improved Physical Capital Resources?"; Unit Four--"Working with Other Has Many Benefits"--(10) "What Are the Advantages of Working with Others to Produce?"; (11) "Can I Learn to Work with Others to Produce?"; (12) "What Results When People Work Together to Produce?"; Unit Five--"Finding Success through Setting Goals, Overcoming Obstacles, and Planning"--(13) "Why Should I Set Goals and Plan to Achieve My Goals?"; (14) "How Can I Overcome Obstacles to Achieve My Goals?"; and (15) "What Results When People Set Goals and Plan to Achieve Their Goals?" Appended are a glossary of economic concepts, vocabulary terms, information about using decision grids, and information about the circular flow model. The student journal booklet helps children keep track of what they are learning and enables them to develop a perspective for the entire set of lessons. The journal pages include readings, worksheets, and activities that make connections and assess student understanding of the economic concepts and guiding questions. Some of the activities in the journal include role playing as a teacher at Sagres (navigation school founded by Prince Henry the Navigator of Portugal); income data; home and community education survey; cost and risks of emigrating from England to America in 1763;

performance indicators and how they can help improve Eisenhower programs. Performance indicators are measures that program staff can use to assess the extent to which they have met their objectives. They are intended to help staff plan, manage, monitor, and improve their program. The third article describes how New Hampshire built a corps of well-trained teachers via the Preservice Education Review Project. This project involved developing proficiency standards for teacher education in mathematics and science. (SM)

ED 460 092 SP 040 431

Pickert, Sarah
Changing Views about International Activities in American Teacher Education Programs.
PUB DATE- 01
NOTE- 32p.; Portions of this paper presented at the Annual Meetings of the Comparative and International Education Society (Washington, DC, March 14-17, 2001) and the World Congress of Comparative Education Societies (11th, Cheongiv, Korea, July 2-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Curriculum Development; Elementary Secondary Education; Enrollment Trends; Foreign Students; Higher Education; *Institutional Cooperation; *International Cooperation; *International Education; Multicultural Education; *Preservice Teacher Education; Study Abroad; Teacher Characteristics; Teacher Participation

This paper provides a historical overview of international education trends in U.S. colleges, including teacher education programs, comparing current research with data from the 1970s. In 2000, deans and department chairs of the American Association of colleges for Teacher Education's (AACTE's) 735 member institutions were sent a 31-item questionnaire, and 59 institutions from 29 states responded. The survey examined institutional demographics and the presence or absence of several international activities over the past 5 years (institutional profile; faculty involvement; international student enrollment; curriculum; inter- institutional, international agreements, distance education, and networking; and issues and priorities). Overall, most international activities increased with time, but not at the same rates or in the same places. The most frequent type of faculty involvement was travel abroad. Foreign student enrollment increased significantly since the 1970s. Study abroad programs were widely available at most institutions as compared to the 1970s. About 70 percent of institutions had signed inter-institutional agreements in the past 5 years, but only 45 percent had approved mutual recognition agreements. Respondents from all institutional types highlighted such priority issues as providing opportunities for students to study or work abroad, for faculty to study or work abroad, and admitting international students. Questionnaire from study is appended. (Contains 21 references.) (SM)

ED 460 093 SP 040 432

Schmidt, William H.; McKnight, Curtis C.; Houang, Richard T.; Wang, HsingChi; Wiley, David E.; Cogan, Leland S.; Wolfe, Richard G.

importance of teacher knowledge, and effective classroom practices for literacy (e.g., balancing application and acquisition, tailoring instruction, and having meaningful conversations). Chapter 3, "Beyond Computation: Teaching Mathematics," examines mathematics standards, characteristics of an effective curriculum, the importance of teacher knowledge, and effective mathematics classroom practices (e.g., hands-on experience, meaningful classroom discussion, and supportive technology). Chapter 4, "Supporting Instructional Change," discusses professional development focused on standards, thinking systematically about improvement, short-term school improvement strategies, standards-based reform versus test-based reform, benefits of standards, and the future of standards. (Contains 139 references.) (SM)

ED 460 112 SP 040 468

Dzubay, Dawn
Understanding Motivation & Supporting Teacher Renewal. Quality Teaching and Learning Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; Feedback; Professional Autonomy; Rewards; Self Motivation; Teacher Collaboration; *Teacher Motivation; *Teaching Methods; Teaching Skills
IDENTIFIERS- *Teacher Renewal

This publication provides findings from two related areas of research for people who work outside the classroom in supporting roles (e.g., principals, service providers, policymakers, and change agents): human motivation in general and teacher motivation to change practice. After discussing the creation of conditions which will motivate growth, the publication explores such issues as: seeking to understand (authentic self, psychological needs, and social context); promoting self-motivation (intrinsic motivation, external demands, internalizing ideas, self-motivation, and a motivational framework); supporting autonomy (minimizing controls and providing choice); enhancing competence (ensuring meaningful feedback and optimizing the level of challenge); and increasing relatedness (cultivating a sense of belonging and generating opportunities to know one another). A diagram illustrated the key variables in human motivation. Information on further reading and key studies is included. (Contains 121 bibliographic references.) (SM)

ED 460 113 SP 040 469

New Teachers: From Surviving to Thriving.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 49p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Cultural Awareness; Culturally Relevant Education; Elementary

at (12) "Ask the Old Pros"; and (13) "'I Think I Can...I Think I Can...'" An appendix offers a list of recommended Web sites for teachers. (Contains 29 bibliographic references.) (SM)

ED 460 132 TM 033 516

Borger, Jeanne; Eckert, Karen
Handbook of Kindergarten-Primary Assessment Tools. Consultation Draft.
PUB DATE- 99
NOTE- 161p.; Copyrighted by the Chicago School Reform Board of Trustees.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Kindergarten; *Kindergarten Children; *Mathematics Tests; Primary Education; *Reading Tests; *Student Evaluation; Test Use; *Writing Tests
IDENTIFIERS- *Chicago Public Schools IL

This handbook was developed to assist teachers in monitoring and charting the progress of kindergarten and primary grade students in the Chicago, Illinois, public schools. It is a loose-leaf binder of formal and informal tools designed to provide teachers with ongoing information about students' learning so they can promote continuous growth through appropriate intervention. The handbook is divided into five sections: (1) phonemic awareness; (2) reading comprehension; (3) writing; (4) mathematics; and (5) record keeping. Some of the instruments are appropriate for students at each grade level, kindergarten through second, but most are for use at one or two specific grades. The mathematics section includes a separate instrument for each of the skills listed in the Chicago Academic Standards. Within each section, instruments are presented with an introduction, a summary of key research findings, instructions to the teacher, directions to the student, the assessment itself, scoring, and interpretation information. A teacher survey, which readers are invited to complete, is included at the back of the handbook. There are approximately 60 academic assessments and 8 record-keeping instruments. (SLD)

ED 460 133 TM 033 517

Carter, D. S. G.; Leeh, D. J. K.
Validating Behavioural Change: Teachers' Perception and Use of ICT in England and Korea.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communications; Cross Cultural Studies; *Educational Change; Foreign Countries; *Information Technology; Teacher Attitudes; Teacher Surveys; *Teachers
IDENTIFIERS- England; South Korea

This study focused on the test and cross-cultural validation of an organizational and behavioral model of planned change. The aim of the research was to ascertain the nature and direction of different cultural aspects influencing the change process when Information and Communication Technology (ICT) was being implemented in schools. The theoretical basis was the "A-

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Public Schools; Teacher Attitudes; Teacher Qualifications; *Teacher Recruitment

There is much discussion of the shortage of qualified teachers and the need for teacher recruitment, but punishment strategies legislated in many states to motivate teachers to do the extraordinary are also publicized. There are positive approaches that can be used to motivate teachers, including improving facilities and classroom conditions, increasing funding, improving human relations programs, and providing recognition for teachers. It might be productive to compare the medical and legal professions to that of teaching in terms of status and accountability. The recruitment of teachers from universities is an essential first step in addressing the teacher shortage. Appropriate and considerate hiring practices should encourage interest on the part of qualified candidates, and applicants should present themselves as qualified and competent when they are interviewed. The results of teacher tests must be regarded with caution; scoring well on a test is not the same thing as teaching students. In addition, tests may have flaws that hide the abilities of good candidates. Many schools have, or should have, recruitment programs in which prospective teachers actually teach in the school as they are considered for employment. (SLD)

ED 460 152 TM 033 626

Clardy, Alan
A Comparison of Goals-Based and Learning History Approaches to Program Evaluation: A Preliminary Report.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Lilly Atlantic Conference on College and University Teaching (5th, Towson, MD, April 27-29, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Learning; Pilot Projects; *Program Evaluation
IDENTIFIERS- *Goal Based Evaluation

This paper describes a relatively new approach to program evaluation, the "learning history" approach. The paper also presents preliminary results of a pilot test of the method and provides a preliminary account of how this new approach will be compared to the classic goals-based approach to evaluation. The learning history method was developed in the early 1990s by G. Roth and A. Kleiner. The technique was originally created as a means for generating organizational learning about change programs in work organizations. A learning history is defined in terms of its process and its reporting format. In the process, the evaluator solicits information from a number of participants about their experiences over the course of the change program. The findings are made available to members of the organization who meet for a collaborative review of the findings. This review generates ideas that promote organizational learning. The report follows a defined format to present the data in a way that is easily grasped. The approach was used in a Web-supported graduate course at Towson University, Maryland, to pilot test its use as a methods course evaluation. Results found the approach appears to be useful. A research study is being conducted to compare goal-based and employment. The child care system has received over $200 million in TANF funds, though there are still waiting lists for nonwelfare child care. (Contains 13 endnotes.) (SM)

ED 460 171 UD 034 389

Thompson, Terri S.; Snyder, Kathleen; Malm, Karin; O'Brien, Carolyn

Recent Changes in Washington Welfare and Work, Child Care, and Child Welfare Systems. State Update No. 6. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

PUB DATE- 01

NOTE- 21p.; Also supported by the Stuart Foundation. For additional State Update reports, see UD 034 385-388.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Welfare; Children; Day Care; Early Childhood Education; Employment Services; Federal Programs; Low Income Groups; Political Influences; Social Influences; State Programs; Welfare Recipients; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Temporary Assistance for Needy Families; *Washington; Welfare Reform; *Welfare to Work Programs

This brief examines changes in Washington's welfare-to-work, child care, and child welfare systems since 1997, presenting information from visits to Washington in 1999 and 2000. It profiles Washington's demographic, economic, and political conditions, reviewing its income support and social services systems and highlighting recent changes, caseload statistics, and service organization. Three sections examine specific programs and services, describing the administrative structure, general service delivery, and policies affecting each program and program clients. The report describes Washington's Temporary Assistance for Needy Families (TANF) program, including the work-related component for TANF recipients and the overall workforce development system. It examines Washington's system for providing child care for both TANF and nonwelfare families. It also discusses the child welfare system, particularly the interaction between child welfare and welfare reform. Washington provides a generous safety net, exceeding national averages, while implementing several key features embodied in federal welfare reform (time limits and a work-first philosophy). Washington undertook some significant organizational changes to reach its present structure. Regarding child care, Washington is unique in giving local agencies flexibility in how they assign staff responsibilities within community service offices. Federal and state spending for child welfare have increased substantially. (Contains 17 endnotes.) (SM) not provide future teachers with the kinds of experiences necessary to prepare them to use technology effectively in the classroom. Researchers recommend integrating technology training into the entire teacher education program rather than offering formal, stand-alone technology courses. Only four states require technology training for teacher recertification, so much remains to be done in this area. A Presidential Panel report recommends that teachers receive in-depth, sustained assistance to integrate computer use into the curriculum and reconcile new methods of technology-enhanced instruction with traditional methods. Various federal programs offer such training. The federal government also facilitates technology learning through support of online learning environments. (Contains 11 references.) (SM)

ED 460 191 UD 034 638

Schwartz, Wendy
Closing the Achievement Gap: Principles for Improving the Educational Success of All Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Academic Standards; Diversity (Student); Early Childhood Education; Educational Environment; *Educational Improvement; Elementary Secondary Education; Equal Education; Faculty Development; Family Literacy; Government Role; Parent Education; Partnerships in Education; School Community Relationship; School Culture; School Desegregation; School Districts; State Government; Teacher Persistence; Teacher Recruitment; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest reviews educational policies and practices that have been proven effective in closing the achievement gap, offering a list of resources with detailed information about them. The digest focuses on state and district roles (e.g., developing and implementing educational goals, rigorous standards, and accountability standards and providing human resources materials necessary for student success); early childhood development initiatives (providing high-quality preschool programs, parent education programs, and family literacy programs); school climate (e.g., actively promoting the expectation that all children can succeed, identifying and developing every student's potential, and recognizing diverse cultures); school organization (providing full desegregation, smaller classes, and equitable grouping of students); teaching and learning (e.g., providing increased instructional time, using challenging curricula and instructional strategies, and providing access to college-based programs); school management (e.g., recruiting and retaining highly-qualified teachers and administrators, providing ongoing professional development, and encouraging parents' high expectations); and community involvement (e.g., maintaining a culture where learning and achievement are valued, providing learning opportunities, and maintaining active school partnerships). (SM)

ED 460 192 UD 034 640

and describing the multisectoral response to interrelated barriers. Chapter 2 defines the multisectoral approach and describes the conceptual approach being implemented in Guatemala, Peru, Morocco, Guinea, and Mali. Chapters 3 and 4 present case studies highlighting how the multisectoral approach to supporting girls' education is being applied in Guinea and Morocco. These cases illustrate the circumstances and conditions affecting girls' education, interventions identified, partners identified across sectors, strategic relationships developed, and the girls' education support programs that have been implemented. Chapter 5 draws conclusions from the case studies about the principles underlying the multisectoral approach and implications for its applicability in other settings. It concludes that the approach, as tested in Guinea and Morocco, offers a robust option for improving girls' education and could serve as a model for the provision of other social services to marginalized populations, where traditional sectors have reached the limits of their ability to serve social demand. (Contains 26 references.) (SM)

ED 460 211 UD 034 661

Zweig, Janine M.; Van Ness, Asheley
The National Study of Girl Neighborhood Power: An Out-of-School Program for Girls Ages 9 to 14.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Involvement; *Community Programs; *Females; Health Behavior; *Health Promotion; Interpersonal Competence; *Life Style; *Low Income Groups; Mentors; *Self Esteem; Sexuality; Substance Abuse; Urban Areas
IDENTIFIERS- Risk Reduction

This study examined the types of activities offered through Girl Neighborhood Power (GNP) and the extent to which low-income girls reported positive experiences and outcomes related to psychological, social, behavioral, and academic adjustment. Four communities implemented federally funded GNP programs, which provided various activities and services to promote positive youth development through coordinated community efforts of multiple local agencies. Components included health education, health care access, adult mentoring, before/after school activities, community service and volunteering opportunities, journaling, and career development. Activities emphasized preventing substance abuse and premature sexual activity/pregnancy, increasing knowledge and use of health care, promoting healthy behaviors, increasing knowledge about career opportunities, and building confidence in many domains. Researchers surveyed and interviewed girls, their parents, and community partners. GNP positively influenced girls' social, psychological, academic, and behavioral adjustment. Girls reported developing more social skills and self-confidence and an interest in community service. Expressing feelings through journaling helped girls handle frustration. They felt that learning not to use drugs was a very important component of GNP. GNP helped girls learn how to live healthy lives. Community partners perceived GNP as a valuable out-of-school program. (Contains 24 references.) (SM)

Seguin: Latinos and the Remaking of American Politics"; (11) "Immigrants Old and New: Closing Borders of the Mind"; (12) "Speak Spanish, You're in America! El Huracan over Language and Culture"; (13) "Free Trade: The Final Conquest of Latin America"; and (14) "Puerto Rico, U.S.A.: Possessed and Unwanted." (Contains approximately 350 references.) (SM)

ED 460 230 UD 034 683

Wijeyesinghe, Charmaine L., Ed.; Jackson, Bailey W., III, Ed.
New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology.
PUB DATE- 01
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Conflict Resolution; Counseling; Cultural Differences; *Ethnicity; Hispanic Americans; Multiracial Persons; Racial Bias; *Racial Identification; Whites
IDENTIFIERS- African Americans; *Identity Formation; Latinos; Life Span

This book presents a collection of essays on racial identity development in a variety of racial populations, focusing on the application of racial identity development theories and their expansion beyond their original borders. The 10 chapters are (1) "Black Identity Development: Further Analysis and Elaboration" (Bailey W. Jackson III); (2) "Racial Identity Development and Latinos in the United States" (Bernardo M. Ferdman and Placida I. Gallegos); (3) "Asian American Identity Development Theory" (Jean Kim); (4) "Reflections on the American Indian Identity" (Perry G. Horse); (5) "Reflections on White Identity Development Theory" (Rita Hardiman); (6) "Racial Identity in Multiracial People: An Alternative Paradigm" (Charmaine L. Wijeyesinghe); (7) "Racial Identity Theories in Counseling: A Literature Review and Evaluation" (Amy L. Reynolds and Suraiya Baluch); (8) "Racial Identity Development and the Mediation of Conflicts" (Leah Wing and Janet Rifkin); (9) "Core Processes of Racial Identity Development" (Maurianne Adams); and (10) "Patterns of African American Identity Development: A Life Span Perspective" (William E. Cross, Jr., and Peony Fhagen-Smith). (Papers contain references.) (SM)

ED 460 231 UD 034 685

Bickford, Susan
Alternative Education for At-Risk Youth: An Analysis of Specific Legislation from 1995-1999 in Pennsylvania.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Legislation; Expulsion; *High Risk Students; Mass Media; *Nontraditional Education; *School Safety; Secondary Education; *State Legislation; Violence; Weapons
IDENTIFIERS- *Pennsylvania; State Policy; Zero Tolerance Policy

This paper analyzes Pennsylvania's Safe Schools Act of 1995 and 1997, discussing decisions that led to its adoption and its impact on Pennsylvania schools from 1995 to 2001. It presents a history of media reports on school violence, and discusses the

The report begins with a profile of Alabama's demographic, economic, and political conditions, then presents an overview of the state's income support and social services systems, including caseload statistics. The next three sections each offer greater detail on specific programs and services, the administrative structure of the key programs, general service delivery, and important policies affecting each program and its client. First, Alabama's Temporary Assistance for Needy Families Program (TANF), the Family Assistance Program, is described, including Alabama's work-related component for TANF recipients, followed by a summary of the overall workforce development system. Next, the report covers Alabama's system for providing child care for both Family Assistance and non-welfare families. Finally, the child welfare system is described, particularly the interaction between child welfare and the welfare system. Key changes in Alabama's programs and delivery systems are summarized. (Contains 12 endnotes.) (SM)

work. (Contains 19 references.) (AEF)

ED 459 836 IR 058 372

Ben-Arie, Jezekiel; Pandit, Purvin; Rajaram, ShyamSundar
Design of a Digital Library for Human Movement.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Database Design; *Electronic Libraries; *Human Posture; Information Retrieval; Information Systems; Library Development; Video Equipment; Visual Aids
IDENTIFIERS- *Video Technology

This paper is focused on a central aspect in the design of a planned digital library for human movement, i.e. on the aspect of representation and recognition of human activity from video data. The method of representation is important since it has a major impact on the design of all the other building blocks of the system such as the user interface/query block or the activity recognition/storage block. This paper evaluates a representation method for human movement that is based on sequences of angular poses and angular velocities of the human skeletal joints, for storage and retrieval of human actions in video databases. The choice of a representation method plays an important role in the database structure, search methods, storage efficiency, et cetera. For this representation, the study develops a novel approach for complex human activity recognition by employing multi-dimensional indexing combined with temporal or sequential correlation. This scheme is then evaluated with respect to its efficiency in storage and retrieval. For the indexing, the study uses postures of humans in videos that are decomposed into a set of multidimensional tuples which are present the poses/velocities of human body parts, such as arms, legs and torso. Three novel methods for human activity recognition are theoretically and experimentally compared. The methods require only a few sparsely sampled human postures. Speed invariant recognition of activities is also achieved by eliminating the time factor and replacing it with sequence information. The indexing approach also provides robust recognition and an efficient storage/retrieval of all the activities in a small set of hash tables. (Contains 24 references.) (Author/AEF)

ED 459 837 IR 058 373

Dong, Andy; Agogino, Alice M.
Design Principles for the Information Architecture of a SMET Education Digital Library.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well. Also funded by National SMETE Digital Library

Usage and Usability Assessment: Library Practices and Concerns.
PUB DATE- 02
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Electronic Libraries; *Evaluation; *Evaluation Methods; Evaluation Research; Evaluation Utilization; Focus Groups; Information Services; *Information Utilization; Research Methodology; Use Studies; Users (Information)
IDENTIFIERS- Electronic Resources; *Transaction Log Analysis; *Usability

This report presents the results of a survey of Digital Library Federation members that examined the kinds of assessments they were conducting, what they did with the results, and what worked well or not so well. The first section of the report is an introduction that describes the report structure and summarizes challenges in assessment. The second section presents results related to user studies, including surveys (questionnaires), focus groups, user protocols, and other effective research methods. The third section addresses the following questions related to usage studies of electronic resources: (1) What is transaction log analysis? (2) Why do libraries conduct transaction log analysis? (3) How do libraries conduct transaction log analysis? (4) Who uses the results of transaction log analysis? and (5) What are the issues, problems, and challenges with transaction log analysis? The fourth section covers general issues and challenges in planning and implementing a research project. The fifth section presents conclusions and considers future directions. Appendices include: references and a selected bibliography; a list of participating institutions; the survey questions; and traditional input, output, and outcome measures. (MES)

ED 459 857 IR 058 409

Kromke, Diane
An Evaluation of Current CCTV Usage To Support Patient Health Education Activities at the Louis Stokes Cleveland Department of Veterans Affairs Medical Center, Brecksville Division.
PUB DATE- 01
NOTE- 41p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Closed Circuit Television; *Health Education; Nurses; Patient Education; Programming (Broadcast); Questionnaires; Surveys; Television Research; Use Studies; Users (Information)
IDENTIFIERS- *Technology Utilization

Closed-circuit television (CCTV) is a promising technology used by many medical centers to support health education activities for patients and their families. It may provide one method of reaching multiple patients at various times and locations, providing consistent, easily repeated information in a low stress manner, but it is unclear how much of the daily patient health education programming is actually useful to clinical staff on the wards and clinics. A two-part survey of all nurse managers (N=12) was used to gather information for this study. The purpose was to find how CCTV patient health education programs are utilized by nursing staff on the wards. The phase one interview was designed to answer questions concerning most

ED 459 877   JC 020 069

Wilson, Eleanor Vernon
Critical Success Factors: PVCC Teacher Education Transfers to the University of Virginia.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Transfer Students; Community Colleges; Diversity (Student); Education Majors; Higher Education; *Intercollegiate Cooperation; Minority Groups; Peer Groups; *Peer Influence; *Preservice Teacher Education; *School Holding Power; Schools of Education; Student Characteristics; *Student Motivation; Transfer Rates (College); *Transfer Students
IDENTIFIERS- *Piedmont Virginia Community College; University of Virginia

This report examines the collaborative program between Piedmont Virginia Community College (PVCC) and the Curry School of Education at the University of Virginia (UVA). The program began in 1997 and was designed to encourage PVCC students, particularly minority and other nontraditional students, to participate in the Introduction to Teaching course at PVCC and then to transfer to the Curry School's 5-year teacher education program. The Curry School requires completion of an undergraduate degree in liberal arts and a master of teaching degree. It was envisioned that each year approximately 15 students would enroll in the program at PVCC, and that the majority of those students would transfer. However, it has proved more difficult to recruit and retain students in the program. This report suggests that retention factors include mentoring, the desire to teach, and internal motivation. Withdrawal factors include confusion about requirements, feeling isolated, and desire to focus solely on completing an undergraduate degree. Success for transfer students often involves finding a niche or a role that offers the student a sense of purpose. Thus, the support of cohort groups like the PVCC program members can be of critical importance in a large program at a university. (NB)

ED 459 878   JC 020 071

Gaskin, Lori L.
Mission Accretion in the California Community Colleges.
PUB DATE- 00
NOTE- 245p.; Doctoral Dissertation University of Nevada at Reno.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Administrators; College Preparation; *College Role; *Community Colleges; Community Development; Community Involvement; Economic Development; Labor Force; Questionnaires; *Role of Education; School Community Relationship; Secondary Education; Transitional Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This study examines mission accretion, or the process by which the mission of the community college has broadened over time, in California's community colleges. The historical community college emphasis on transfer, occupational and remedial education, and community service has expanded to include the nontraditional educational initiatives of economic and workforce development, social service/community development, their first year at the transfer institution in good academic standing. Those students who had graduated from Germanna before applying for transfer were even more likely to be successful. The analysis, however, finds that many students applying for admission to senior colleges did not complete Germanna degrees, and many were not enrolled in designated transfer programs. (KP)

ED 459 898 JC 020 100

Germanna Community College Strategic Plan, 2001-2006.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; Educational Finance; *Educational Improvement; Enrollment; Facility Planning; Labor Force Development; *Organizational Objectives; Program Implementation; *Strategic Planning; Technology Planning; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This is the 2001-2006 strategic plan for Germanna Community College (Virginia). The plan is constructed around the accomplishment of 11 goals: (1) creating an environment that emphasizes effective teaching and learning; (2) promoting an attractive and supportive professional environment in order to recruit and retain high quality faculty and staff; (3) supporting initiatives that enhance leadership and management abilities of faculty and staff; (4) developing and implementing a technology infrastructure to improve services by increasing the percentage of operational processes that can be completed online and the number of classroom supported applications; (5) meeting or exceeding criteria for institutional effectiveness and planning; (6) increasing revenues from sources beyond the budget model by 100%; (7) integrating financial planning and budgeting with strategic planning in order to demonstrate the commitment to measuring performance and outcomes; (8) expanding workforce development by 100% and making that unit financially self-sufficient; (9) developing innovative programming and scheduling; (10) increasing enrollment at least in proportion to population growth in the college's service region, while maintaining the quality of instructional and student services; and (11) expanding and improving the facilities of the college to meet the growing educational needs of the community. (KP)

ED 459 899 JC 020 101

Student Outcomes Assessment, 2000-01: A Progress Report to the Virginia Community College System.
PUB DATE- 01
NOTE- 62p.; For the 1995-96 assessment, see JC 020 099.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *College Outcomes Assessment; Community Colleges; Curriculum Development; *Educational Assessment; Educational Objectives; *Outcomes of Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This report details the activities, findings, and actions that have made up Germanna Community College's (Virginia) student

School Readiness'"; see PS 029 987.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; Eligibility; Employer Supported Day Care; *Low Income Groups; Outreach Programs; Planning; Tax Allocation
IDENTIFIERS- *Access to Services; Customer Services; Subsidized Child Care Services; *United States (South)

The report details an action plan developed by the Southern Regional Task Force on Child Care, comprised of appointees from 16 southern states including Oklahoma and the mayor of the District of Columbia, with additional appointees from the other agencies. The charge to the task force was to develop a plan to improve access to child care assistance for low-income families in the southern region. The task force received testimony from professionals, families, and representatives of the business communities; identified barriers that impede access to child care assistance for low-income families; and developed an action plan to improve access to financial aid for families needing and seeking assistance. This report presents the 10 goals and 52 action steps of the plan and calls on public and private sector leaders to support specific initiatives, including significant increases in child care resources, eligibility simplification, improved customer services, implementation of tax strategies, and creation of employer partnerships. Appended are survey data and other information supporting the goals and action steps. (KB)

ED 459 919 PS 029 987

Sound Investments: Financial Support for Child Care Builds Workforce Capacity and Promotes School Readiness.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 168p.; For the related action plan, see PS 029 986.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Day Care; Early Childhood Education; *Financial Support; *Labor Force; *Public Policy; *School Readiness
IDENTIFIERS- Access to Services; Availability (Programs and Services); State Policy; *Subsidized Child Care Services; *United States (South)

In 1999, the Southern Regional Task Force on Child Care, comprised of appointees from 16 southern states including Oklahoma and the mayor of the District of Columbia, with additional appointees from the other agencies, was formed with the charge of developing a plan to improve access to child care assistance for low-income families in the southern region. The task force received testimony from professionals, families, and representatives of the business communities, identified barriers that impede access to child care assistance for low-income families, and developed an action plan to improve access to financial aid for families needing and seeking assistance. This report presents the plan, along with supporting information. Chapter 1 describes the work of the task force. Chapter 2 discusses the reasons priority attention must be given to making quality child care more accessible and affordable for low-income families, including the positive

This guide chronicles the ongoing work and writings of the Chapin Hall Center for children at the University of Chicago, a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent, multidisciplinary perspective to bear on policies and programs affecting children. The guide, organized by major research area, presents an overview of the research and policy issues involved, describes Chapin Hall research in each area, and lists relevant projects and publications. Chapin Hall's research agenda currently includes the following major areas: (1) children's services, covering problems that threaten children and the services designed to address those problems; (2) primary supports for child and youth development, concerning the community resources that enhance the development and well-being of all children; (3) community building, focusing on development, documentation, and evaluation of community-building initiatives designed to make communities more supportive of children and families; (4) international work, covering Chapin Hall's involvement in the development of children's policy research centers in other countries, the development of relationships with researchers and organizations in other countries, and research collaborations across national boundaries. (HTH)

ED 459 938   PS 030 018

Curtis, Apreill; Bogie, Don
Alabama Kids Count 2001 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Alabama Power Foundation, Birmingham.
PUB DATE- 01
NOTE- 183p.; Also funded by AmSouth Bank, Bruno's Memorial Classic Foundation, the Caring Foundation, Protective Life, SouthTrust Bank, and Sybil H. Smith Charitable Trust. Additional funding by Business Council of Alabama and Alabama Civil Justice Foundation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family Income; Infant Mortality; Juvenile Justice; Mortality Rate; Poverty; *Social Indicators; State Surveys; Substance Abuse; Tables (Data); Violence; Welfare Recipients; *Well Being
IDENTIFIERS- *Alabama; Arrests; Child Mortality; *Indicators; Risk Taking Behavior

This Kids Count data book examines statewide trends in well-being for Alabama's children. The statistical portrait is based on 17 indicators in the areas of health, education, safety, and security. The indicators are: (1) infant mortality rate; (2) low weight births; (3) child health index; (4) births to unmarried teens; (5) first grade retention; (6) event dropout rate; (7) projected dropout rate; (8) child death rate; (9) children with indication of abuse or neglect; (10) juvenile substance abuse arrest rate; (11) juvenile substance abuse court referral rate; (12) juvenile violent crime arrest rate; (13) juvenile violent crime court referral rate; (14) preventable teen death rate; (15) number of vulnerable families; (16) children receiving AFDC/TANF; and (17) children in poverty. The data book begins with an introduction, examples of community mobilization, and a summary of new information for

Massachusetts. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

PUB DATE- 01

NOTE- 29p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care

IDENTIFIERS- *Child Care Costs; Child Care Needs; *Massachusetts

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Massachusetts. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Massachusetts and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Massachusetts then are compared to those nationwide. Findings of this report reveal that more than 60 percent of mothers with children under age 5 and more than two-thirds of mothers with school-age children are employed. More than two-thirds of children under age 5 with employed parents are in a form of nonparental child care, with more than 25 percent in full-time care. More than half of 6- to 9-year-olds are in a supervised care arrangement, compared to one-third of 10- to 12-year-olds. The use of self-care increases as children get older. Low-income families spend more than twice as much as a percentage of their earnings as do higher-earning families. (KB)

ED 459 954 PS 030 052

Snyder, Kathleen; Adams, Gina

State Child Care Profile for Children with Employed Mothers: Michigan. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family exercise, sleep); (11) "The Parent-Teacher Relationship"; and (12) "The New Brain Research." The book's appendices include the Food Guide Pyramid, parenting tips, recommended Web sites, games for each of the domains of development, and activities for both outdoors and indoors. (Contains a 35-item bibliography.) (HTH)

ED 459 969 RC 023 262

Howley, Aimee; Howley, Craig
Rural School Busing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Bus Transportation; *Consolidated Schools; Disadvantaged Youth; Elementary Secondary Education; Poverty Areas; *Rural Schools; School Districts; Socioeconomic Status; *Student Transportation
IDENTIFIERS- ERIC Digests; *Home School Proximity; Rural Suburban Differences

This digest summarizes information suggesting that long bus rides are part of the hidden costs of school and district consolidation. Rural school districts spend more than twice per pupil what urban districts spend on transportation. A review of studies shows that rural school children were more likely than suburban school children to have bus rides of 30 minutes or longer, and that their rides were more arduous, traversing poorer roads and rougher terrain. Rural elementary children were more likely to be placed on buses with middle and high school students. A rural Quebec study found that long bus rides reduced the number and variety of household activities and reduced students' sleep time, recreational time, academic attentiveness, and extracurricular participation. One might theorize that by removing rural children and their activities, rural school busing erodes the "social capital" of rural communities. A 5-state study found that almost all rural children experienced one-way bus rides of more than 30 minutes, and approximately one quarter experienced one-way rides of more than 60 minutes. Another study found that impoverished rural schools had longer rides than more affluent rural schools. Research is needed on the relationship of long rides to student achievement. Given that rural students in impoverished areas confront longer rides, longer rides are a function of larger attendance areas, and smaller size benefits poorer students, it seems unlikely that longer rides constitute an academic benefit for poor students and communities. (Contains 15 references.) (TD)

ED 459 970 RC 023 263

Lawrence, Barbara Kent
Effects of State Policies on Facilities Planning and Construction in Rural Districts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English

college plans, parent aspirations, student aspirations, parent involvement in college planning, and employment experiences. Postsecondary persistence was related to types of financial aid received, type of institution attended, acceptance at first-choice institution, and college major. Policy implications are discussed for improving college enrollment and persistence among Pennsylvania's rural students. (SV)

ED 459 987 RC 023 351

Johnson, Jerry D.; Howley, Craig B.; Howley, Aimee A.
Size, Excellence, and Equity: A Report on Arkansas Schools and Districts.
PUB DATE- 02
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Educational Equity (Finance); Educational Policy; Elementary Secondary Education; Equal Education; Poverty; *School District Size; *School Size; *Small Schools; *Socioeconomic Influences
IDENTIFIERS- *Arkansas

Previous studies in seven states have shown that school and district size consistently mediated the relationship between socioeconomic status (SES) and student achievement, with results critically relevant to state-level policymaking. The present study examined how the relationship between size and achievement varied in Arkansas schools and districts serving students from differing socioeconomic backgrounds. Data on all schools and districts in Arkansas included school district size, school size (enrollment per grade level being analyzed), standardized test scores, SES (proportion of students receiving subsidized meals), and proportion of African American students. Unlike some other states previously studied, school and district size in Arkansas were negatively related to academic performance across the entire range of SES. The negative influence of size was quite weak in affluent settings and comparatively strong in impoverished ones. With regard to achievement equity, the negative effects of poverty on student achievement were considerably stronger in larger schools and districts than in smaller ones. A four-group comparison found inequity of achievement to be magnified within larger schools in larger districts, somewhat muted within smaller schools in larger districts, and dramatically disrupted within smaller schools in smaller districts. A separate analysis found that the negative effects of poverty, size, and the poverty-size interaction were compounded in schools and districts serving predominantly African American students. Recommendations are offered to Arkansas policymakers. Appendices present calculations of the incremental effect on achievement of size increases or decreases, and a list of 19 related reports. (SV)

ED 459 988 RC 023 356

Clarke, Ardy SixKiller
Social and Emotional Distress among American Indian and Alaska Native Students: Research Findings. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Online version contains an annotated reference list with links to full-text documents.
LANGUAGE- English

DESCRIPTORS- *Data; *Doctoral Degrees; Employment Opportunities; *Engineering; *Graduate Surveys; Higher Education; Labor Market; *Sciences

This issue brief discusses the statistical results of the 1997 Survey of Doctorate Recipients (SDR) and identifies doctorate holders' employment preferences at the beginning of their doctoral education and labor market experiences. (YDS)

ED 460 011 SE 065 548

Characteristics of Recent Science and Engineering Graduates: 1997. Detailed Statistical Tables.
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *Engineering; *Graduate Surveys; Higher Education; *Sciences

This document reports results of a survey conducted to identify the demographic characteristics of men and women who received a bachelors or masters degree from U.S. academic institutions during the 1994-1995 and 1995-1996 academic years. The content of the report is divided into three sections: (1) Technical Notes; (2) Detailed Statistical Tables; and (3) Survey Instrument. (YDS)

ED 460 012 SE 065 580

Cnop, Ivan
New Insight in Mathematics by Live CAS Documents.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference on Applications of Computer Algebra held with the New Mexico Mathematical Association of Two-Year Colleges (12th, Albuquerque, NM, May 31-June 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Higher Education; Secondary Education; Simulation
IDENTIFIERS- Computer Algebra; Mathematica

Traditional education in mathematics is mostly a matter of hindsight, and many mathematics texts offer little opportunity for students and learners to gain insight. This paper shows how experiments in CAS (computer algebra systems) can lead to new ways of handling problems, new conjectures, new visualizations, new proofs, new correspondences between theories and sometimes even new definitions. Experimentation will also have an effect on the teaching of mathematics and its applications, together with the introduction of CAS and symbolic programming. The paper provides examples that involve randomness and simulations by CAS and describes how "live" documents are being offered in classroom lecturing using data projection, and also on CD-ROM and local servers as a template for project work by the students at Vrije Universiteit in Belgium. Next fall semester class work will be fully interactive in a special classroom equipped with laptop computers. The use of CAS "live" documents in mathematics also offers opportunities for distance learning, and some of the material is already being used in such programs. All documents are written in Mathematica. Some of communities demanded and demonstrated greater openness and accountability in key areas. The paper concludes that Tikkur's schools and woreda institutions are well positioned to exercise greater autonomy in allocating and managing resources because of their demonstrated capacity to monitor budgets, manage personnel, and undertake monitoring and evaluation. Includes 7 notes, 1 figure, 9 charts, and 1 information box. Extensive data are annexed. (BT)

ED 460 034 SO 033 445

Thomas, Vinod; Wang, Yan; Fan, Xibo
Measuring Education Inequality: Gini Coefficients of Education. Policy Research Working Paper.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Attainment; Educational Research; *Equal Education; Global Approach; *Labor Force
IDENTIFIERS- Educational Issues; Gender Gap; Gini Coefficient; Lorenz Curve

This paper aims at developing a measure for educational inequality for a large number of countries over time, using the concept of education Gini index based on school attainment data of the concerned population (or labor force). Education Gini could be used as one of the indicators of welfare, complementing average educational attainment, health and nutrition, income per capita, and other indicators of welfare. The paper presents 2 methods (direct and indirect) for calculating an education Gini index and generates a quinquennial data set on education Gini indexes for the over-15 population in 85 countries (1960-90). Preliminary empirical analysis suggests that: inequality in education in most of the countries declined over the three decades, with a few exceptions; inequality in education as measured by the education Gini index is negatively associated with average years of schooling, implying that countries with higher educational attainment are more likely to achieve equality in education than those with lower attainments; a clear pattern of an education Kuznets curve lists if the standard deviation of education is used; gender gaps are clearly related to education inequality, and over time, the association between gender gaps and inequality becomes stronger; and increases in per capita GDP (adjusted for purchasing power parity) seem to be negatively associated with education inequality and positively related to the labor force's average years of schooling, after controlling for initial income levels. Includes 11 notes, 12 figures, and 7 tables. (Contains 84 references.) (BT)

ED 460 035 SO 033 451

Degelman, Charles, Ed.
Breaking the Age Barrier: Multi-Generational Service Learning.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 18p.; Theme issue. Published twice a year. For other issues of "Service-Learning Network," see ED 444 902-903, ED 445 960, ED 445 977, ED 449 066, and ED 452 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

curricula that heighten global consciousness and responsibility. This book seeks to offer current resources that are available for purchase or through school and public libraries that help fulfill national standards for social studies, geography, language arts, information literacy, science, technology, life skills, and character education. The book is intended as a guide for unlocking the treasures of Asia's history, people, culture, and environment. Part 1 offers specialized resources on Asia, grouped into sections on Central Asia, East Asia, Southeast Asia, Southern Asia, and Southwest Asia. It begins with general Asian fiction; folktales, fairy tales, myths, and legends; nonfiction and reference; Asian Americans; and videos if there are extensive resources. There are also subdivisions by genre. Part 2 lists Asia resource Web sites for specific countries. Part 3 lists e-mail addresses and listservs available for key pal/pen pal projects for classroom collaborations or individual pursuit. Appendix A includes World Resource Web sites that can be used for research of specific Asian countries. Appendix B contains a Web site by title index. Appendix C lists short story and folktale titles mentioned in annotations. (Contains author/illustrator, title, and subject indexes.) (BT)

ED 460 055 SO 033 506

Bragaw, Don, Ed.
Schooling and Citizenship in a Global Age.
PUB DATE- 01
NOTE- 21p.; Theme issue. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizenship; Cultural Context; Educational Change; *Global Approach; *Global Education; Higher Education; *Scholarship; Social Studies
IDENTIFIERS- Global Issues; *Globalization

This newsletter highlights the significant contributions made by the late Lee F. Anderson to the field of global education. Excerpts were selected from a life's work of deep thought and creative literary output regarding the constantly changing world in which people live. While Anderson's intellectual prowess ranged across several domains (political science, history, and education), one of his major concerns was the education of young people in a rapidly changing world. His advocacy of global education was in the category of "founding member" and freelance "guru." The excerpts are: "Defining Global Education"; "The Emergence of the Global Age and the Globalization of the Human Condition"; "The Growth of Global Culture"; "Citizenship and Education in a Global Age"; "Educational Change and the Development of Citizen Competence in a Global Age"; and "The Challenge of Globalizing the Content of Education." Contains 16 reading suggestions. (BT)

ED 460 056 SO 033 510

Leone de Nie, Karen, Ed.; Todd, Amanda K., Ed.; Hess, Diana, Ed.
Connecting to the Courts: A Teacher's Guide to the Wisconsin Courts.
PUB DATE- 01
NOTE- 163p.; Table of contents chapter titles do not match titles of individual chapters. Also produced by the Wisconsin Supreme Court, Director of State Courts Office and Wisconsin Law Foundation. Funded by the Wisconsin Humanities Council.
LANGUAGE- English

human capital for production; new technologies; the Industrial Revolution; and future careers. (BT)

ED 460 074 SP 040 233

Teachers for Tomorrow's Schools: Analysis of the World Education Indicators. 2001 Edition.
SPONS. AGENCY- World Bank, Washington, DC.
PUB DATE- 01
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Finance; Educational Policy; Elementary Secondary Education; Foreign Countries; Governance; Tables (Data); Teacher Competencies; Teacher Qualifications; *Teacher Supply and Demand; Teaching Conditions

This book is the second in a series that analyzes the education indicators developed through the Organisation for Economic Cooperation and Development (OECD)/UNESCO World Education Indicators (WEI) program. It brings together data from countries participating in the WEI program with comparable data from OECD countries. Its main objective is to shed light on the supply and demand of qualified teachers in WEI countries in the face of increasing recognition of teachers' roles in improving education systems and ensuring positive learning outcomes. The book examines trends in educational finance and governance, focusing on how they relate to teachers and teaching conditions; reviews patterns of access and participation in education systems to signal changes in the demand for teachers; compares what is demanded of existing and prospective teachers in terms of qualifications and workload with existing financial and other job-related incentives; and reviews the policy choices and trade-offs that governments face when balancing expanded access to education against the need to attract and retain good teachers. A statistical profile of important determinants of the supply and demand of qualified teachers together with a comprehensive statistical appendix covering both WEI and OECD countries are included. (Contains 37 references.) (SM)

ED 460 075 SP 040 249

Stronge, James H.; Tucker, Pamela D.
Teacher Evaluation and Student Achievement. Student Assessment Series.
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Elementary Secondary Education; Evaluation Methods; Learning; State Standards; Teacher Competencies; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Colorado; Oregon; Tennessee; Texas

This book discusses four approaches to incorporating student achievement in teacher evaluation. Seven chapters discuss: (1) "Teacher Evaluation and Student Achievement: An Introduction to the Issues"; (2) "What is the Relationship between Teaching and Learning?" (e.g., whether teachers are responsible for student learning and how to measure student learning); (3) "Assessing

Why Schools Matter: A Cross-National Comparison of Curriculum and Learning. The Jossey-Bass Education Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Learning; *Mathematics Achievement; *Science Achievement
IDENTIFIERS- *Third International Mathematics and Science Study

This book offers in-depth information resulting from the Third International Mathematics and Science Study (TIMSS). Launched in 1995, the TIMSS examines elementary and secondary mathematics and science achievement in 40 countries. The book explains that curriculum has a profound effect on student achievement and plays a crucial role in providing opportunities for student learning. The 11 chapters examine: (1) "How Does Curriculum Affect Learning?"; (2) "A Model of Curriculum and Learning"; (3) "Measuring Curriculum and Achievement"; (4) "The Articulation of Curriculum"; (5) "Curriculum Variation"; (6) "The Structure of Curriculum"; (7) "A First Look at Achievement"; (8) "Learning and the Structure of Curriculum"; (9) "Curriculum and Learning Gains across Countries"; (10) "Curriculum and Learning Within Countries"; and (11) "Schools Matter." The book concludes that reform efforts should be redirected to create challenging curriculum across all years of schooling for all students. The four appendixes focus on: TIMSS mathematics and science curriculum frameworks; relationship between content measurement categories for TIMSS framework, teachers, and TIMSS test; TIMSS framework codes and number of items for each mathematics and science test sub-area; and supplemental material related to the two-level analysis of mathematics achievement: chapter 10. (Contains 96 references, 56 tables, and 32 figures.) (SM)

ED 460 094 SP 040 433

Trumbull, Elise; Rothstein-Fisch, Carrie; Greenfield, Patricia M.; Quiroz, Blanca
Bridging Cultures between Home and School: A Guide for Teachers--With a Special Focus on Immigrant Latino Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 171p.; With Marie Altchech, Catherine Daley, Kathryn Eyler, Elvia Hernandez, Giancarlo Mercado, Amada Irma Perez, and Pearl Saitzyk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Individualism; Minority Groups; Multicultural Education; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Teacher Researchers
IDENTIFIERS- Collectivism

This book focuses on how to meet the challenges of education in a pluralistic society, presenting the Bridging Cultures

Minority Group Teachers; Rural Areas; Teacher Recruitment
IDENTIFIERS- Alaska; Oregon; Washington

This journal examines promising approaches to supporting beginning teachers. It contains the following articles: "Facing the Future" (Suzie Boss), which discusses meeting the need for qualified teachers by using fresh ideas such as better support for novices and more training for mentors; "Building a Teacher's 'Repertoire' Takes Time, Training" (Suzie Boss), which explains how the dean of one college of education is helping pave a more coherent pathway into teaching; "Under the Same Sun" (Denise Jarrett Weeks), which describes how residents of a rural Alaska village are discovering that they can grow into the teaching profession without having to travel far from home; "Mr. Fisher Finds His Calling" (Suzie Boss), which explains how a rookie teacher navigates the rough waters of the first year with one class of fourth graders; "Pipeline To Tomorrow" (Lee Sherman), which presents a model program that recruits, sustains, and inspires teachers of color; and "Surviving the Crossfire" (Joyce Riha Linik), which describes a Washington school district's successful approach to mentoring new teachers. (SM)

ED 460 114 SP 040 471

Walker, Senita Ann Arthur; Klotz, Jack
An Investigation of the Relationship between Teacher Personality and National Board Certification among South Mississippi Teachers.
PUB DATE- 01
NOTE- 75p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; National Standards; *Personality Traits; Portfolio Assessment; Teacher Certification; *Teacher Characteristics; Teacher Effectiveness
IDENTIFIERS- Mississippi; *National Board for Professional Teaching Standards; Teacher Leaders

This study examined the relationship between personality characteristics and National Board Certification among teachers who had achieved National Board Certification, teachers who were in the process of completing the requirements for National Board Certification, and teachers who had not attempted National Board Certification. It identified adult personality characteristics as measured by the fifth edition of Cattell's 16 PF Questionnaire. The questionnaire examined five global factors: extraversion, anxiety, tough-mindedness, independence, and self-control and measured 16 primary personality factors (e.g., warmth, reasoning, emotional stability, dominance, sensitivity, apprehension, perfectionism, and tension). Participants were 201 south Mississippi teachers who fell into one of the three groups. Teachers in the groups who were certified or who were seeking certification had received training from the Gulf Coast Master Teacher Mentoring Project, which focused on analytical and reflective thinking and writing. Results indicated that teachers who were National Board Certified or were seeking National Board Certification were stronger in the area of abstract and analytical conceptual reasoning than were teachers who had not taken part in National Board Certification training. Most of those achieving or

2000), which guided and informed data collection in England and South Korea. The focus of the quantitative measures was to assess the intensity and direction of aspects at the school and classroom level concerning the use of ICT processes framed by a national strategy. Questionnaires were sent to 1,000 teachers in England and 1,000 teachers in Korea. Response rates were 31.7% in England and 39.3% in Korea. Eight elements in the model, including ability, value, information, circumstance, yield (in terms of outcomes), resistance, motivation, and timing were used to measure change. Twelve types of background data were collected to illuminate group differences. Data analyses revealed the different propensities for change in the use of ICT between the two countries for age, career, education, equipment, and performance group comparisons, but there was no evidence of differences in sex, subject, area and school size, skill, and training groups between the two countries. Two elements were identified as barriers to change in both countries: ability and yield in Korea and motivation and yield in England. The most important factor in teachers' behavioral and school organizational change was "information" that is necessary for teachers' likelihood of change in the use of ICT for teachers' professional practice. One appendix contains the survey instrument, and the other is the category variable investigation form. (Contains 34 references.) (Author/SLD)

ED 460 134   TM 033 519

Chromy, James R.
The Effects of Finite Sampling Corrections on State Assessment Sample Requirements. NAEP Validity Studies (NVS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.; Commissioned by the NAEP Validity Studies (NVS) Panel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; National Competency Tests; *Research Design; Research Methodology; *Sample Size; *Sampling; School Size; *State Programs
IDENTIFIERS- *National Assessment of Educational Progress

States participating in the National Assessment of Educational Progress State Assessment program (state NAEP) are required to sample at least 2,500 students from at least 100 schools per subject assessed. In this ideal situation, 25 students are assessed for a subject in each school selected for that subject. Two problems have arisen: some states have too few schools, and some states have small schools. This paper explores the application of finite population correction factors to the between-school component of variance and examines how this might affect sample size requirements in states that currently require exemption from the minimum sample requirements for the state NAEP. The study also explores how the infinite population assumption for hypothesis testing relating to comparisons between domain means might be preserved. Hypothetical school and student population structures and hypothetical variance components are developed. For each variance component, the effective sample size resulting from the minimum state NAEP sample size requirements is determined when the infinite population assumptions are a good approximation to reality. The study then examines how this training program involving a dozen faculty members who planned to use Web support in courses over the following year. Cost effectiveness and the implications of an e-mail survey approach for data collection are to be evaluated as well. Preliminary findings are encouraging, although program goals were not explicit at the start of the program evaluation. (SLD)

ED 460 153 TM 033 627

Daley, Christine E.; Onwuegbuzie, Anthony J.
Attributions toward Violence of Male Juvenile Delinquents: A Concurrent Mixed-Methodological Analysis.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attribution Theory; *Delinquency; Institutionalized Persons; Males; Research Methodology; *Violence
IDENTIFIERS- *Causal Reasoning; *Mixed Method Evaluation

This study investigated the causal attributions juvenile delinquents make for other's behavior and the salient pieces of information they use to arrive at these attributions. Participants were 82 male juvenile offenders selected through an a priori power analysis, drawn randomly from the population of juveniles incarcerated at a correctional facility in a southeastern state. A six-stage concurrent mixed methodology analysis, using both qualitative and quantitative data analysis techniques, revealed that juvenile offenders committed violence attributional errors nearly 53% of the time. Black juvenile offenders were more likely to commit violence attributional errors (inaccurate causal attributions) than were their White counterparts. A positive relationship was found between the number of prior arrests and the number of violence attributional errors. A phenomenological analysis revealed seven themes that arose from juveniles' reasons for their causal attributions: (1) self-control; (2) violation of rights; (3) provocation; (4) irresponsibility; (5) poor judgment; (6) fate; and (7) conflict resolution. A combination of these themes was related to age, ethnicity, and prior arrests. An exploratory factor analysis revealed that the seven themes fell into four meta themes. Ipsative/cluster analyses identified three profiles of delinquents based on their violence attribution reasons. The paper discusses the implications of these findings. (Contains 30 references, 4 tables, and 2 figures.) (SLD)

ED 460 154 TM 033 628

Daniel, Larry G.
Changes in the APA "Publication Manual": How the New Fifth Edition Will Affect Research Reporting in the Social Sciences.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- s are encouraging, although program goals were not

ED 460 172   UD 034 449

Ferguson, Dianne L.; Kozleski, Elizabeth B.; Smith, Anne
On...Transformed, Inclusive Schools: A Framework To Guide Fundamental Change in Urban Schools.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 27p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Disabilities; *Diversity (Student); Educational Change; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Multicultural Education; Partnerships in Education; Public Schools; School Districts; Teachers; *Urban Schools
IDENTIFIERS- *Systemic Change

This report presents a systemic change framework for creating inclusive urban schools. It explains that if a key feature of reform focuses on multicultural education as a fundamental social and educational transformation, then opportunities for all students to achieve educational equity will be realized in U.S. schools. The first section of the report explains the importance of transforming schools to provide high quality education for all students, noting that transformed schools result in unified educational systems. The second section presents the systemic change framework, which includes four interconnected levels: student effort (student learning); professional effort (group practice and professional development, learning standards, learning assessment, family participation in teaching and learning, and teaching design and practices); school organization effort (physical environment and facilities, culture of change and improvement, structure and use of time, resource development and allocation, close school-community relationships, and governance and leadership); and district effort(district-community partnership, resources development and allocation, culture of renewal and improvement, organizational support, inquiry on schools and schooling, student services, and systemic infrastructure and organizational support). (Contains 104 references.) (SM)

ED 460 173   UD 034 577

Still Waiting, after All These Years...Inclusion of Children with Special Needs in New York City Public Schools. Report of the Least Restrictive Environment Coalition.
PUB DATE- 01
NOTE- 62p.; Funded by Donors' Education Collaborative. Written with Jacquelyn Kamin and Bethany Berger.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; *Mainstreaming; Minority Group Children; Public Schools; *Regular and Special Education Relationship; State Government; *Urban Schools
IDENTIFIERS- Individuals with Disabilities Education Act; *New York (New York); Rehabilitation Act 1973 (Section 504)

This report examines the history of special education services in

Orr, Marion
Black Social Capital: The Politics of School Reform in Baltimore, 1986-1998. Studies in Government and Public Policy.
PUB DATE- 99
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Change Strategies; Charter Schools; *Educational Change; Elementary Secondary Education; Inner City; *Politics of Education; Privatization; Public Schools; School Based Management; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD; Reform Efforts; Reform Strategies; Social Capital

This book examines the interplay between government and society, analyzing the social capital both within the African American community and outside it, where social capital crosses racial lines. It shows that while Black social capital may have created solidarity against White domination in Baltimore, it hampered African American leaders' capacity to enlist cooperation from White corporate elites and suburban residents needed for school reform. The book features case studies of school reform activity, analyzing the politics surrounding Baltimore's decision to hire a private, for-profit firm to operate nine public schools. The cases illustrate the paradoxical aspects of African American social capital in city-wide school reform while offering critical perspectives on current debates about privatization, site-based management, and other reform alternatives. Ten chapters examine: (1) "Social Capital, Urban Regimes, and School Reform"; (2) "The Formation of Black Social Capital in Baltimore"; (3) "Patronage Culture and the Politics of Biracial Cooperation"; (4) "The Political Economy and City Schools, 1950-1990"; (5) "School Reform through Site-Based Management"; (6) "Neighborhood Mobilization: The Barclay and Stadium School Movements"; (7) "Civic Elites and the Baltimore Commonwealth"; (8) "The Defeat of Private Management"; (9) "School Reform and the City-State Connection"; and (10) "Lessons from the Baltimore Experience." (Contains approximately 690 endnotes.) (SM)

ED 460 193 UD 034 642

Evers, Williamson M., Ed.
What's Gone Wrong in America's Classrooms. Hoover Institution Press Publication.
SPONS. AGENCY- Sarah Mellon Scaife Foundation, Pittsburgh, PA.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 98
NOTE- 190p.; Also supported by the Taube Family Foundation, Koret Foundation, Bertha and John Garabedian Charitable Foundation, and the Jacquelin Hume Foundation Foreword by John Raisian. Introduction by Williamson M. Evers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Academic Failure; Constructivism (Learning); Discovery Learning; Early Reading; Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; Emergent Literacy; Literacy Education; Mathematics Achievement; Progressive Education; *Public Education; *Reading Instruction; Reading Skills; Spelling; Student Evaluation; Teaching Methods
IDENTIFIERS- Reform Efforts

ED 460 212 UD 034 662

Gregory, Sheila T., Ed.
The Academic Achievement of Minority Students: Perspectives, Practices, and Prescriptions.
PUB DATE- 00
NOTE- 519p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Asian American Students; Black Students; Blacks; Creative Teaching; Cultural Differences; Educational Environment; Elementary Secondary Education; Family School Relationship; High Risk Students; Higher Education; Hispanic American Students; Immigrants; Low Income Groups; Mathematics Achievement; *Minority Group Children; Parent Attitudes; Predictor Variables; Resilience (Personality); Self Concept; Self Esteem; Student Attitudes; Student Motivation; Teacher Student Relationship; Transitional Programs; Urban Schools
IDENTIFIERS- Caring; Control of Outcomes; Student Engagement

This book presents a collection of papers by educators and researchers who discuss various methods of improving minority student achievement. The 19 chapters highlight the achievement of students from kindergarten through college as follows: (1) "Discrepancies between Aspirations and Preparation of Low SES Elementary Students" (Dianne L. Mark); (2) "Family Involvement: Learning from Secondary Schools in the Texas Borderland" (Michelle Young); (3) "Children's Math Self-Concept and Its Relationship with Mathematics Achievement" (Deniz Senturk, Angela Whipple, Hsiu-Zu Ho, Jules Zimmer, Sou-Yung Chiu, and Chang-Pei Wang); (4) "Hopes Transcend Fears: School Transition in an Urban School Cluster System" (Donna Penn Towns and Hakim M. Rashid); (5) "A Cross-National Study of Children's Perceived Control: Its Dimensionality and Relationship with Achievement" (Hsiu-Zu Ho, Jules Zimmer, Deniz Senturk, Jill Fischer, Ruby Peralta, Sou-Yung Chiu, and Chang-Pei Wong); (6) "The ABC's for Effective Schools: Creating a Nurturing Environment To Enhance Learning" (Reginald L. Green); (7) "Perspectives of African American Parents of High Achieving Students Regarding the Home-School Relationship" (Donna Mahler and Stanley Zehm); (8) "Cultural Differences in Self-Esteem: Ethnic Variations in the Adaptation of Recent Immigrant Asian Adolescents" (Madeline F. Zady and Pedro R. Portes); (9) "Re-Engineering Academic Success through Institutional Support" (Ricardo Stanton-Salazar, Olga A. Vasquez, and Hugh Mehan); (10) "The Persistence of African American College Students: How National Data Inform a Hopwood-Proof Retention Strategy" (Patricia Somers, Margaret Martin Hall, Jim Cofer, and Jim Vander Putten); (11) "Academic Achievement of Latino Immigrants" (Lawrence Saez); (12) "Nurturing the Mind To Improve Learning: Teacher Caring and Student Engagement" (Karen Osterman and Stephanie Freese); (13) "Predictors of Academic Achievement among African American Adolescents" (Teresa Fisher); (14) "Black Students' Academic Performance and Preparation for Higher Education" (Ramona Thomas); (15) "Creative Pedagogy To Enhance the Academic Achievement of Minority Students in Mathematics: Lessons from African American Mathematics Teachers" (Angela H. Brown); (16) "Minority Student Persistence: A Model for Colleges and Universities" (Watson Scott Swail and Dennis Holmes); (17) "Feasible Learning Opportunities for Urban Latino Students in Community Colleges" (Philip Rodriguez, Lacreta Scott, and William Maxwell); (18) "Observing the Spirit of Resilience: The

national experience, zero tolerance and its effects, and Pennsylvania's answer to school violence. The Safe Schools Act prohibited weapons possession and required expulsion; defined weapons, school property, and school entity; established the Office of Safe Schools within the Department of Education; set forth reporting requirements for violence and weapons possession; required a sworn statement prior to admission to any school entity; provided for the transfer, maintenance, and availability of records; and required a one-time cost survey to the legislature. The zero tolerance policy forced schools to expel students for relatively minor offenses and created the dilemma of what to do with expelled students. In response, the governor developed the Alternative Education for Disruptive Youth Program. The paper critically evaluates the policy and its outcomes, explaining its impact on secondary students and their schools. (Contains 20 references.) (SM)

ED 460 232 UD 034 687

St. John, Edward P.; Ridenour, Carolyn S.
School Leadership in a Market Setting: The Influence of Private Scholarships on Educational Leadership in Urban Schools. Policy Research Report.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Thomas B. Fordham Foundation, Washington, DC.
PUB DATE- 01
NOTE- 34p.; Also supported by the Walton Family and D & D Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; *Instructional Leadership; Principals; *Private Financial Support; Private Schools; Public Schools; *Scholarships; School Choice; *Urban Schools

This study used qualitative methods to examine the influence of a privately funded scholarship program (PFSP) on strategic adaptations within urban public and private schools in a major metropolitan area. Interviews were conducted with principals during the base year before the introduction of the PFSP and in the first year of the scholarship program. Results revealed that public schools moved rapidly to develop distinctive school missions that provided market niches and choice for parents. Private schools worked to recruit low-income students and to influence program donors to give scholarships to low-income students already enrolled in private schools. Private schools began to explore ways of adapting curricula and services to meet the learning needs of more diverse students. However, public school administrators were caught in the middle, between the mandates of boards and central administrators and the resistance of teachers and the bureaucratic nature of the education system. This tension impeded their capacity to adapt to the new market-oriented environment. (Contains 28 references.) (SM)

ED 460 233 UD 034 689

Schiraldi, Vincent; Ziedenberg, Jason
Schools and Suspensions: Self-Reported Crime and the Growing Use of Suspensions. Justice Policy Institute Policy Brief.
SPONS. AGENCY- Open Society Inst., New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; *Design Requirements; Education; Educational Media; Educational Resources; Educational Technology; *Electronic Libraries; Information Systems; *Instructional Design; Instructional Materials

This implementation paper introduces principles for the information architecture of an educational digital library, principles that address the distinction between designing digital libraries for education and designing digital libraries for information retrieval in general. Design is a key element of any successful product. Good designers and their designs put technology into the hands of the user, making the product's focus comprehensible and tangible through design. As straightforward as this may appear, the design of learning technologies is often masked by the enabling technology. In fact, they often lack an explicitly stated instructional design methodology. While the technologies are important hurdles to overcome, the report advocates learning systems that empower education-driven experiences rather than technology-driven experiences. This work describes a concept for a digital library for science, mathematics, engineering and technology education (SMETE), a library with an information architecture designed to meet learners' and educators' needs. Utilizing a constructivist model of learning, the paper presents practical approaches to implementing the information architecture and its technology underpinnings. The study proposes the specifications for the information architecture and a visual design of a digital library for communicating learning to the audience. The design methodology indicates that a scenario-driven design technique sensitive to the contextual nature of learning offers a useful framework for tailoring technologies that help empower, not hinder, the educational sector. (Contains 14 references.) (Author/AEF)

ED 459 838 IR 058 374

Kang, ByungHoon; Wilensky, Robert
Toward a Model of Self-Administering Data.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 10p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Data Processing; Electronic Libraries; *Information Management; Information Services; Models; Shared Resources and Services
IDENTIFIERS- Asynchronous Learning Networks; *Data Management; Digital Data

This paper describes a model of self-administering data. In this model, a declarative description of how a data object should behave is attached to the object, either by a user or by a data input device. A widespread infrastructure of self-administering data handlers is presumed to exist; these handlers are responsible for carrying out the specifications attached to the data. Typically, the specifications express how and to whom the documentation. Phase two of the survey answers questions concerning best times of day to supplement planned health education activities, health topics to be addressed, video on demand usefulness, and the addition of non-health programming. Phase one shows that CCTV is underutilized. Phase two points out inadequacies of the system and can be used as a guide to system improvement. CCTV is not, in its present state, the useful tool that a busy healthcare professional needs to help provide health education to patients. The questionnaires, consent forms, and CCTV schedule are appended. (Contains 21 references, 4 figures, and 3 tables.) (Author/MES)

ED 459 858 IR 058 410

Harney, Krista
A Study of the Attitudes of Library and Information Science Students about Censoring Materials on the Web in a Library Environment.
PUB DATE- 01
NOTE- 37p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Age Differences; *Censorship; Comparative Analysis; Graduate Students; Higher Education; *Librarian Attitudes; Library Education; *Library Services; *Pornography; Predictor Variables; Questionnaires; Sex Differences; Student Attitudes; *World Wide Web
IDENTIFIERS- Web Sites

The purpose of this study was to evaluate attitudes of library science students towards censoring controversial materials on the World Wide Web viewed in the library by patrons. The study suggests that some library science students will have moral dilemmas in supplying information that is contrary to their personal beliefs and that factors such as library type, gender, and age all play a role in whether a librarian supports filtering in a library's online computer facilities. An anonymous questionnaire was developed that asked questions about an individual's background along with a series of questions relating to censoring situations pertaining to sexually oriented Internet sites. Eighty responses were received to the questionnaire. Of those respondents, 63 were female and 17 were male. There was a correlation between the type of library an individual works in and the level of censorship he/she would endorse. School librarians tend to advocate censorship more than any other library affiliation. No significant differentiation between genders was found. The numbers were proportionally similar to one another with females censoring slightly less than males overall, except on the topic of sexually explicit materials, which females tended to censor more than males. In this study, the 30-39 age group tended to be the most censorious. (Contains 13 references.) (Author/MES)

ED 459 859 IR 058 411

Darrah, Brenda
Finding Business Information on the "Invisible Web": Search Utilities vs. Conventional Search Engines.
PUB DATE- 01
NOTE- 22p.; Master of Library and Information Science, Kent State University.

and K-12 school reform. This study also examines the hypothesis that no differences in attitude regarding community college mission accretion exist between key leadership groups. The key leadership groups studied were governing board presidents, chief executive officers, and academic senate presidents. Of the 308 subjects targeted for the study, 219 responded to the questionnaire, for an overall response rate of 71%. Findings indicated that statistically significant differences in attitude surfaced across all hypotheses. With respect to the ability of community colleges to effectively achieve their traditional goals in light of mission accretion, chief executive officers and academic senate presidents differed significantly in their attitudes. Chief executive officers also varied from the other leadership groups in their perceptions regarding the suitability and appropriateness of the new, expansive roles. Findings suggest that the attitudes held by the leadership groups seem to be principally influenced by the respondent's position within an institution rather than by selected institutional characteristics. Includes survey instruments. (Contains 184 references.) (NB)

ED 459 879 JC 020 072

St. Petersburg College FactBook, 2001-2002.
PUB DATE- 01
NOTE- 115p.; Formerly St. Petersburg Junior College.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; College Administration; *College Planning; *College Programs; *Community Colleges; Credit Courses; Educational History; *Enrollment; Enrollment Trends; Ethnicity; Gender Issues; Individual Characteristics; Institutional Research; *Participant Characteristics; School Registration
IDENTIFIERS- *Saint Petersburg College FL

This 2001-2002 fact book for St. Petersburg College (SPC) in Florida provides statistical information to support planning and decision-making. It also offers a historical perspective of the institution. SPC was founded in 1927 as St. Petersburg Junior College, Florida's first two-year institution of higher learning. SPC has evolved from an all-white, private institution using borrowed high school classrooms to a multi-campus state postsecondary institution dedicated to the concept of equal opportunity. Report highlights include: (1) SPC started with 87 credit students in 1927-1928, and in fall 2000-2001 had an enrollment of 18,156 credit students; (2) system-wide fall 2001 enrollment by program of study was 64% associate of arts degree, 22% associate of science degree, and 14% other; (3) fall 2001 enrollment by ethnicity was white 80%, African American 10%, Hispanic 6%, and Asian 4%; and (4) fall 2001 headcount by age was 19 and under, 25%; 20-24, 30%; 25-29, 14%; 30-39, 17%; 40-49, 10%; 50-59, 3%; and 60 and over, 0.4%. The report further details credit student history, opening fall credit headcount, end-of-session fall headcount, student registration, academics, outcomes/indicators, facilities, personnel, and finance. Includes 44 tables and four appendices. (NB)

ED 459 880 JC 020 074

Lerman, David
Piedmont Works and PVCC Students: A Comparative Study.

outcomes assessment program in specific reporting areas for 2000-2001. The following sections comprise the report: (1) an executive summary; (2) a report on assessment activities in five general education areas, including writing across the curriculum, technology (computer competency), oral communication, wellness, and a college-wide initiative called "Measuring the Integration of General Education Skills Across the Curriculum," (3) an update on the assessment undertaken by faculty members in five occupational programs, including associate degree programs in information systems technology, police science and nursing, and career studies certificates in legal assisting and early childhood development; (4) a report on the assessment of off-campus instruction; and (5) appendices that include the college's "Quality Assurance Plan for Asynchronous Distance Learning," and results of the initial efforts to implement that plan, as well as the college's academic program review cycle. Perhaps the most significant initiative was the establishment of a standing faculty Committee on Student Outcomes Assessment. This increased faculty participation in assessment activities bodes well for the future of outcomes assessment at the college. (AUTH/EMH)

ED 459 900 JC 020 102

Student Outcomes in Developmental Education 1994-95 through 1999-2000.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Basic Skills; College English; Community Colleges; *Developmental Studies Programs; *High Risk Students; *Outcomes of Education; Program Implementation; *Remedial Instruction; Remedial Mathematics; Student Placement; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

This document reports on student outcomes in developmental English and mathematics courses at Germanna Community College (Virginia) for the academic period 1994-2000. The study addressed four main issues: (1) the proportion of students enrolled in developmental math and English courses; (2) the success rate for students in developmental courses; (3) the success in college-level courses of students who took developmental courses; and (4) the effect of enrolling in developmental courses on student persistence. Results indicate that: (1) during the reporting period between 35 and 40% of new students were recommended for developmental coursework, and between 50 and 60% of these students enrolled in a developmental course; (2) the proportion of students recommended for and enrolling in developmental math courses is substantially greater than the proportion of developmental English students; (3) approximately 60% of the students who enroll for developmental math and English courses complete them satisfactorily; (4) students who chose not to enroll in developmental math were more successful in their collegiate math course, even when a developmental course was recommended; and (5) enrollment in a developmental course does not make a student more or less likely to persist toward a degree or certificate. (Contains 11 tables.) (EMH)

ED 459 901 JC 020 111

effect child care can have on workforce capacity, the advantages availability of such care can bring to the welfare reform effort, and the financial support it can provide for early learning opportunities for children in low-income families. Chapter 3 presents an action plan setting forth 10 goals and 52 action steps to improve access to child care assistance. This chapter also includes descriptions of initiatives representing progress made by various states in addressing the goals. Chapter 4 describes planned activities for 2001 and beyond to promote implementation of the action plan goals and to address additional issues associated with improving access to quality child care. The report's appendix presents results of a survey detailing the state/federal subsidy system policies and procedures in each of 17 participating states. (Contains 56 endnotes.) (KB)

ED 459 920   PS 029 992

Gordon, David, T., Ed.
Harvard Education Letter, 2001.
PUB DATE- 01
NOTE- 50p.; Published bimonthly. For the 2000 issues, see ED 456 938.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Action Research; Behavior Problems; Bullying; *Change Strategies; *Charter Schools; Civics; Civil Rights; Conflict Resolution; Educational Quality; *Elementary Secondary Education; High School Seniors; High Stakes Tests; Home Schooling; Newsletters; *Partnerships in Education; Preschool Education; Racial Differences; School Business Relationship; School Districts; *School Safety; Second Language Programs; Secondary School Curriculum; Service Learning; Sexual Harassment; Sexual Orientation; Violence
IDENTIFIERS- September 11th Attacks

This document is comprised of the six issues in volume 17 of the Harvard Education Letter, a bimonthly newsletter addressing current issues in elementary and secondary education. Articles in this volume include the following: (1) January-February--"Charters and Districts: Three Stages in an Often Rocky Relationship" (Kelly) and "'We Don't Allow That Here'" (Pirozzi); (2) March-April--"The New Face of Homeschooling" (Farber) and "Collateral Damage" (Birk) on high stakes testing; (3) May-June--"Closing the Gap One School at a Time" (Sadowski) and "Teachers Helping Teachers" (Kelly); (4) July-August--"Seeking a Cure for Senior-Year Slump" (Kelly) and "Nuts and Bolts of Charter-Business Partnerships" (Kelly); (5) September-October--"Sexual Minority Students Benefit from School-Based Support--Where It Exists" (Sadowski) and "Solving Problems with 'Action Research'"; and (6) November-December--"Teaching Civics after September 11" (Gordon) and "Making Global Connections." Regular features include editorial statements and summaries of recent research. (KB)

ED 459 921   PS 029 995

Clark, Jennifer W.
Parent-Focused Interventions: A Meta-Analytic Consideration of Risk and Outcome Categories.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

this year's report. Following a summary of state data and information on using the book, the bulk of the report presents data for each indicator by county, as well as a summary of county data and county rankings. Indicators showing improvement include infant mortality rate, event dropout rate, projected dropout rate, children with indication of abuse or neglect, vulnerable families, and children receiving AFDC/TANF. Indicators with worsening statistics include low weight births, juvenile substance abuse arrest rate, juvenile substance abuse court referral rate, and juvenile violent crime court referral rate. The data book concludes with acknowledgments, definitions, notes, and sources of information. (SD)

ED 459 939 PS 030 020

Berthoud, Richard; Robson, Karen
The Outcomes of Teenage Motherhood in Europe. Innocenti Working Papers.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 01
NOTE- 72p.; This paper will also appear with the same title as European Panel Analysis Group Working Paper 22, published and produced by the Institute for Social and Economic Research, University of Essex. For full text: http://www.iser.essex.ac.uk/epag.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Births to Single Women; Comparative Analysis; *Early Parenthood; *Educational Attainment; Employed Parents; Family Income; *Family Structure; Foreign Countries; Longitudinal Studies; One Parent Family; *Poverty; Surveys
IDENTIFIERS- *Europe; European Union

This study used regression analysis techniques to examine the current positions of women whose first child was born when they were teenagers, across countries in the European Union, based on the European Community Household Panel survey. Outcomes considered include educational attainment, family structure, family employment, and household income. Data were obtained from the third wave of data collection in 1996, the sample for which consisted of 61,006 households in 14 countries. Women between ages 16 and 64 at the time of the survey were considered for this study. Results indicated that women whose first child was born during their teenage years were disadvantaged in all countries, but the severity of their position varied substantially between countries. About half the women who had a child at age 18 gained upper secondary education qualifications; the proportion was 89 percent for women who delayed having a child until age 28. Forty percent of 18-year-old mothers were in poverty when their child was 10-years-old, compared to only 11 percent of the 28-year-old mothers. In most countries, young mothers were less likely to be in formal marriages, with the exception of Greece. In the majority of countries, young mothers were less likely to have a job or to have a partner in work. The Netherlands was the country where young mothers were most disadvantaged. A second group of countries (France, Belgium, Denmark, United Kingdom, Ireland, and Finland) had severe consequences for young mothers. A third group of countries (Portugal, Germany, Greece, Austria, Italy, and Spain) showed less strong consequences. (Contains 8 figures, 29 tables, an appended table, and 16 references.) (KB)

Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 27p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Michigan

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Michigan. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Michigan and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Michigan are then compared to those nationwide. Findings of this report reveal that approximately two-thirds of mothers with children under 13 are employed. Eighty percent of children under age 5 with employed mothers are in a form of nonparental child care, with 40 percent in full-time care. More than half of 6- to 9-year-olds are in a supervised care arrangement, compared to slightly more than a third of 10- to 12-year-olds. Low-income families spend three times more as a percentage of their earnings for child care than do higher-earning families. (KB)

ED 459 955 PS 030 053

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Minnesota. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Involvement; Consolidated Schools; Educational Equity (Finance); *Educational Facilities Improvement; Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Public Policy; *Rural Schools; School Construction; *School Districts; State Aid; *State School District Relationship
IDENTIFIERS- ERIC Digests

State policies greatly affect the decisions rural districts make about building or renovating school facilities. State, federal, and local mechanisms for funding school facilities are briefly described. Some states require a specific percentage of growth or decline in student population or a minimum number of students as a prerequisite for funding. Such policies ignore the many diseconomies of large-scale facilities and often force consolidation of small rural schools. In many small rural districts, population loss erodes the tax base, and taxpayers are reluctant to pass bonds to build schools. Population growth can increase property tax income but may also compel the community to incur more debt to house new students. Policies that require substantial acreage for school facilities may force districts to select sites away from population centers, creating large schools dependent on buses and automobiles. Even if the land is donated, bringing infrastructure to the site can be expensive. Few states fund maintenance, so districts often defer needed work, resulting in costly repairs or loss of buildings. In several states, districts are ineligible for renovation funding if estimated costs exceed a specified portion of new construction costs. However, estimates may exclude the value of the existing buildings, land, infrastructure, and intangible assets such as status as a community hub. Some states require an approved facility design, but adapting a site to a plan instead of creating a plan for a site may incur excessive costs. Community participation in the planning of a school helps assure support and long-term investment in the facility. (Contains 11 references.) (TD)

ED 459 971 RC 023 264

Jaycox, Rebecca
Rural Home Schooling and Place-Based Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; *Educational Strategies; Elementary Secondary Education; *Experiential Learning; *Home Schooling; Integrated Curriculum; *Interpersonal Competence; Parents as Teachers; *Rural Education; Socialization
IDENTIFIERS- ERIC Digests; *Place Based Education; Sense of Community

Place-based education, which draws from local culture, history, and geography to create a meaningful curriculum, holds particular promise for rural homeschooling. Following a brief review of the homeschooling phenomenon, this digest identifies ways that rural place-based education can counter common

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Adolescent Behavior; Adolescents; Alaska Natives; American Indian Education; American Indians; *Community Influence; Disadvantaged Youth; Elementary Secondary Education; Family Environment; *Family Influence; *High Risk Students; Risk; Social Environment; *Student School Relationship; Substance Abuse; Violence; Youth Problems
IDENTIFIERS- *American Indian Students; ERIC Digests; *Risk Taking Behavior

Many American Indian and Alaska Native (AI/AN) youth are repeatedly exposed to opportunities to participate in self-destructive and illegal behaviors. This digest examines risk factors associated with four contexts: peers, family, school, and community. Recent research has shown that, relative to national averages, AI/AN youth have higher rates of illicit drug use, reckless behaviors involving motor vehicles, and suicide. There is also considerable anecdotal evidence of increasing gang activity among AI/AN students. Family factors impacting students' risk-taking behaviors and academic outcomes include presence or absence of strong traditional values; the legacy of the boarding school era, which disrupted intergenerational transmission of culture and child-rearing skills; family alienation from mainstream institutions; and high incidence of poverty and of households headed by young women. School conditions and racism may lead to student alienation and dropping out. Many reservation communities adversely affect AI/AN youth through high rates of alcoholism, drug abuse, domestic and other violence, child neglect, poverty, substandard housing, and unemployment. Additionally, in poor communities, schools are poorer and less successful. Resiliency research has shown that individuals and organizations can protect children exposed to community and family distress. (Contains 21 references.) (SV)

ED 459 989 RC 023 357

Lipka, Jerry
Schooling for Self-Determination: Research on the Effects of Including Native Language and Culture in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Online version contains an annotated reference list with links to full-text documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *American Indian Education; Biculturalism; Bilingual Education; Cultural Education; *Culturally Relevant Education; Elementary Secondary Education; Language of Instruction; *Native Language Instruction; School Effectiveness; Tribally Controlled Education
IDENTIFIERS- ERIC Digests

This digest briefly reviews the impacts of assimilationist education for American Indians and Alaska Natives (AI/AN) and describes recent examples of successful AI/AN schools that incorporate students' native language and traditional culture these were written under the "Exploot" project (experimental learning environment using education technology), funded by the Education Department of the Flemish regional government in Belgium. (Author/DDR)

ED 460 013 SE 065 590

Callon, G. Daniel
Programmatic Reform: The Care and Feeding of a Mathematics Major.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Higher Education; *Majors (Students); Mathematics Education; Undergraduate Study

This paper, written for those in higher education mathematics departments, reviews curriculum reform. Three major reasons for programmatic reform are outlined: (1) higher education faces a changing climate; (2) higher education faces a challenging clientele; and (3) mathematics educators face a changing content. The case is made for programmatic review and reform based on five fundamental operating principles that include active learning, accessibility, applicability, assessment, and accountability. (MM)

ED 460 014 SE 065 594

Bell, Carol J.
Introducing Preservice Mathematics Teachers to Hypermedia.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Conference on the Teaching of Mathematics (5th, Baltimore, MD, June 21-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Hypermedia; *Internet; *Mathematics Education; Optical Data Disks; Preservice Teacher Education; Preservice Teachers; Secondary Education; *Teacher Attitudes

This paper explores how preservice mathematics teachers perceive the use of hypermedia in instruction. Six preservice mathematics teachers at the University of Texas at Austin were given a questionnaire in order to determine their prior knowledge of browsing the Internet, authoring on the Internet, and using CD-ROMs for both personal and instructional purposes. Student work and qualitative data from observations and informal discussions were also collected. Results indicate that the teachers had a greater knowledge of Internet and CD-ROM use for personal purposes than for instructional. The study also shows that few of the teachers had experience with authoring on the Internet for instructional or personal purposes. Although the results provide some evidence that there is a need to introduce preservice secondary mathematics teachers to computer technology so that they may integrate technologies in their classrooms, it is clear research is needed to determine whether hypermedia resources are effective in mathematics instruction and if so, how they should be used and when they are appropriate for the classroom. Questionnaire is appended. (Contains 26 references.) (MA)

Elementary Secondary Education; *Intergenerational Programs; Learning Activities; Models; School Community Relationship; *Service Learning; Social Studies
IDENTIFIERS- Intergenerational Continuity; Multigenerational Relationship; Organizational Research

This issue of "Service Learning Network" examines a world where teachers, students, and community members break the age barrier in service to their communities. "Images of Intergenerational Service" (Paul Simon), offers images of intergenerational service from political and personal points of view. "The Gathering of Elders" (Stella Raudenbush and McClellan Hall) uses an indigenous model of community to celebrate the relationship between young and old. "Youth in Decision Making," conducted at the University of Wisconsin (Madison) surveys the effects that young people can have on adults and organizations. The journal's "FYI" section acknowledges events surrounding September 11 with online lessons, research links, and service-learning project suggestions designed to provide students and teachers with coping and learning strategies. "Program Profiles" and "Generations in Exchange" (Wendy Lesko) surveys projects where citizens of diverse ages work together. (Contains book reviews and conference information.) (BT)

ED 460 036   SO 033 453

Teaching Guide on International Terrorism: Definitions, Causes, and Responses.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Global Approach; High Schools; *International Crimes; Social Studies; *Terrorism; *World Problems
IDENTIFIERS- bin Laden (Osama); Peace Education

Dealing with terrorism has become the centerpiece of United States foreign policy today. Yet terrorism--its definition, causes, and methods of dealing with it--has rarely been dealt with in high school courses. The United States Institute of Peace has developed this 3-lesson plan (for 45-minute class periods) teaching guide, aimed at grades 11 and 12. The guide cites educational objectives, lists teaching materials needed, and provides advance preparation information. It is divided into the following parts: "Introduction"; "Lesson I. What Is Terrorism? (1-2 periods)" ("Handout 1. Defining Terrorism Worksheet" and "Handout 2. Definitions of Terrorism"); "Lesson II. What Are Some of the Likely Causes of Terrorism? (1 period)" ("Handout 3. Causes of Terrorism" and "Handout 4. Profile of a Terrorist: Osama bin Laden"); "Lesson III What Are the Alternative Responses to Terrorism? (1 period)" ("Handout 5. Ideas Evaluation Sheet", and "Handout 6. Responses to Terrorism"); and "Resources on Terrorism." (BT)

ED 460 037   SO 033 455

Holmes, Jessica
Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias. Center Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 99

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Court Role; *Courts; *Democracy; *Judges; *Law Related Education; Laws; Secondary Education; Social Studies
IDENTIFIERS- Technology Integration; *Wisconsin

In February 2000, the Wisconsin Supreme Court, the State Bar of Wisconsin, and the University of Wisconsin-Madison Department of Curriculum and Instruction brought together 28 high school teachers from around the state together for a 2-day intensive workshop on teaching about federal and state courts. A second institute was held in February 2001 that included everything from the first one and a new segment on teaching with technology that showcased a new Web-based "Case of the Month" activity. This guide blends the materials that were used in both institutes with information from the U.S. Supreme Court, the Administrative Office of the U.S. Courts, and the "Wisconsin Law Review." The materials in the guide are designed to help secondary students learn about constitutions, courts, and cases. Focusing on these topics as part of a comprehensive democracy education program has the potential to help young people build the understanding, skills, and attitudes necessary for active and informed participation in a democracy. The learning strategies embedded throughout the guide are highly interactive and collaborative and feature activities such as moot courts and the "grant/deny" petition exercise. Students work cooperatively to analyze core constitutional principles and apply them to real-life situations. The guide is divided into the following chapters: (1) "Federal Courts"; (2) "Overview of the Wisconsin Courts"; (3) "Wisconsin Supreme Court"; (4) "Wisconsin Court of Appeals"; (5) "Wisconsin Circuit Court"; (6) "Judicious Election of Judges"; and (7) "Connecting to the Courts." (Contains an appendix and a glossary of terms.) (BT)

ED 460 057 SO 033 512

Beardsley, Donna A.
America's West: The Rise of Cities and Towns.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Females; *Land Settlement; *Municipalities; Rail Transportation; Secondary Education; Social Studies; *United States History; *Urbanization
IDENTIFIERS- Colorado (Denver); *Emigrants; Nineteenth Century; *United States (West); Westward Movement (United States)

The people and places of the Old West (Montana, Wyoming, Kansas, Colorado) are found within the pages of four books published between 1994 and 2000. A whole host of settlers, doctors, dentists, butchers, bakers, barbers, and boot makers traveled west during the 1800s to turn an open prairie into a promised land. Short sketches of groups of people and places contributing to the growth or significance of the west's developing urban areas are featured. The paper introduces a series of topics about U.S. history to the students and teachers and suggests the Internet as a useful resource for maps, pictures, photographs, and general information about the Old West. The paper profiles the following: feminists; townspeople; entertainers; and the "queen city" (Denver). (BT)

Teacher Performance through Comparative Student Growth: The Dallas Value-Added Accountability System"; (4) "Assessing Teacher Performance through Repeated Measures of Student Gains: The Tennessee Value-Added Assessment System"; (5) "Assessing Teacher Performance with Student Work: The Oregon Teacher Work Sample Methodology"; (6) "Assessing Teacher Performance in a Standards-Based Environment: The Thompson, Colorado, School District"; and (7) Teacher Evaluation and Student Achievement: What are the Lessons Learned and Where Do We Go from Here?" (e.g., basic requirements of fair testing programs that are to be used to inform teacher evaluation). Chapters 3-6 include information on the purposes of the accountability system and how it was developed; student assessment strategies; how the accountability system works; how the accountability system relates to teacher evaluation; the advantages and disadvantages of the accountability system for teacher evaluation; and results of implementation. (Contains 66 references.) (SM)

ED 460 076 SP 040 388

Mendler, Allen N.
Connecting with Students.
PUB DATE- 01
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Classroom Communication; *Educational Environment; Elementary Secondary Education; *Teacher Student Relationship; Teachers
IDENTIFIERS- *Student Engagement

This book outlines positive strategies for bridging the gap between teachers and students through personal, academic, and social connections, offering a guide to help teachers create a personalized refuge of safety and risk-taking for all students. After explaining why and how to use the book, information is presented on: "Identifying Disconnected Students"; "Necessary Attitudes and Feelings" (e.g., view challenging students as having something to teach, get past zero tolerance, build on strengths, and make the classroom safe from physical danger and embarrassment); "Strategies for Developing Personal Connection" (e.g., collect personal index cards, smile, think aloud, offer notes of appreciation, play students' music occasionally, create acronym nicknames, be protective, and have fun together); "Strategies for Developing Academic Connection" (e.g., take photos of students as they work on projects, show students they can overcome obstacles, specify daily learning objectives, limit pop quizzes, and be curious together); and "Strategies for Developing Social Connection" (e.g., have a problems and solutions center, let students make some of the rules, hold occasional class meetings, and break bread together). The final section, "For the Administrator," explains the administrator's role in this effort. (Contains 25 references.) (SM)

ED 460 077 SP 040 402

Bastick, Tony
Materialist Culture and Teacher Attrition in the Caribbean: Motivational Differences between Novice and Experienced Jamaican Teacher Trainees.

framework, which is designed for understanding differences and conflicts that arise in situations where school culture is more individualistic than the home value system. Six sections examine: (1) "The Bridging Cultures Framework" (e.g., what culture is, the dynamic nature of culture, individualism and collectivism, and strands of multicultural education); (2) "Parent Involvement: Recommended but Not Always Successful" (e.g., minority parent involvement, parent-school partnerships, and finding common ground); (3) "The Cross-Cultural Parent-Teacher Conference" (e.g., the tradition of parent-teacher conferences, using cultural knowledge to enhance communication, and improving parent-teacher conferences); (4) "Learning What Works" (e.g., understanding parents' points of view, evaluating the messages schools send, and developing closer personal relationships with families); (5) "Teachers as Researchers" (e.g., action research, inquiry and reflection, and ethnographic inquiry); and (6) "Conclusion: The Challenge of Coming Together" (e.g., the need for cultural knowledge, how Bridging Cultures fits into the big picture of school reform, and what is to be gained). An appendix presents the Bridging Cultures Project in brief. (Contains 191 references.) (SM)

ED 460 095 SP 040 437

Dempsey, Teresa
Problem-Based Learning (PBL) as a Professional Development Alternative.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the National Staff Development Council (33rd, Denver, CO, December 1-5, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Curriculum Development; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Problem Based Learning; Teaching Methods

Problem-based learning (PBL) as a professional development model is an authentic means of stimulating reflective, insightful, professional growth. This paper describes a conference session that modeled the PBL professional development model as participants engaged in an actual PBL and created their own PBL professional development model. The session helped participants: understand PBL, engage in an actual PBL activity, gather research supporting PBL, discuss the relativity of PBL as an instructional strategy in the classroom versus a professional development model, examine practical strategies relative to PBL implementation, and create ideas for PBL professional development modules. Guiding questions for developing findings on PBL as an alternative professional development model included: What is PBL? What are its advantages and disadvantages in professional development? and How could a PBL model be utilized in one's own district? Reflective post-session questions focused on: what the PBL experience was like for participants as learners; what learners might take from the experience; what personal issues participants grappled with when thinking about designing PBL modules; the facilitator's role in PBL experiences; pros and cons of using PBL as a professional development model; and what participants learned about themselves as learners/professional development providers. (Contains 20 references.) (SM) achievement and professional growth. (Contains 80 references.) (SM)

ED 460 115 SP 040 472

Riley, John F.
Team Teaching in the Elementary School: A Long-Term Qualitative Study of Teacher Planning and Decision-Making.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Elementary Education; *Participative Decision Making; Teacher Attitudes; *Teacher Collaboration; *Team Teaching; *Teamwork

This study examined collaborative planning and decision making in a grade level team of elementary teachers during team meetings. Fourteen teachers in a suburban district participated over 3 years. Participants were predominantly white and female and ranged from first-year to experienced teachers. Teachers were observed during regular weekly team planning meetings involving curriculum planning and team business. Team captains conducted all meetings. Data collected during these team meetings included observations of team members' levels of participation and field notes on discussion topics and actions toward consensus and decision making. Team members were interviewed about their perceptions of team teaching in general, the functioning of this particular team, their role in shared decision making, and their perceptions of the evolving roles of team members due to several significant changes in leadership, personnel, philosophy, and interpersonal issues. While the original team was a strong, high- performance team, the many changes over time resulted in a variety of challenges and eventually to a diminished ability to achieve team goals. External leadership from the principal and internal leadership from veteran teachers with needed skills acted together to bring the team back to its previous high level of functioning. (Contains 22 references.) (SM)

ED 460 116 SP 040 473

Martin, Barbara N.; Crossland, Barbara; Johnson, Judy A.
Is There a Connection: Teacher Empowerment, Teachers' Sense of Responsibility, and Student Success?
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; Elementary School Teachers; Teacher Attitudes; *Teacher Empowerment; *Teacher Responsibility
IDENTIFIERS- Missouri

This study examined possible relationships between teachers' perceived levels of empowerment in the workplace, teachers' perceived levels of responsibility for student learning, and applies the finite population correction at the school stage of sampling. The investigation lends support to alternate sample size specifications in both states with few schools and states with many small schools. Some additional changes in optional designs should also be considered. Appropriate cost modeling and the application of optimum allocation theory could yield less costly designs that would most likely favor more sampling from the larger schools. Better estimates of variance components associated with strata, schools, and students for a variety of assessment measures would also be of great assistance in investigations such as this one. (Contains 10 tables.) (SLD)

ED 460 135 TM 033 520

Grade 4 Elementary School Proficiency Assessment (ESPA) Parent and Student Information Manual.
PUB DATE- 00
NOTE- 28p.; For the Spring 2001 information manual, see TM 033 521. Spanish title is "Folleto Informativo para los Padres y los Estudiantes."
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; *Grade 4; Parents; Spanish; *State Programs; Test Use; Test Wiseness; *Testing Programs
IDENTIFIERS- *New Jersey

The Elementary School Proficiency Assessment (ESPA) is New Jersey's test for fourth graders. It is designed to give the school information about how well students are achieving in the areas required by New Jersey's Core Curriculum Content Standards. This guide offers parents and students information about the ESPA. Parent information, which is presented in English and Spanish, includes a description of the test, a discussion of who will be tested and the types of questions. The parent information section also discusses how to prepare a child for the ESPA, how long the test is, and how fair it is. Sources for more information are provided. The student information section, only in English, explains what the ESPA is, what the questions are like, what a student should expect, and what else a student should know about taking the ESPA. Sample questions, only in English, are included for science, language arts literacy, and mathematics. (SLD)

ED 460 136 TM 033 521

Grade 4 Elementary School Proficiency Assessment (ESPA) Parent, Student, and Teacher Information Manual.
PUB DATE- 01
NOTE- 27p.; For the May 2000 information manual, see TM 033 520. Spanish title is "Folleto Informativo para los Padres, los Estudiantes, y los Maestros."
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

DESCRIPTORS- *Publications; *Research Reports; Resource Materials; Scholarly Writing; *Social Science Research; Writing for Publication
IDENTIFIERS- *American Psychological Association; *Style Manuals

The American Psychological Association (APA) has recently published the fifth edition of its "Publication Manual." This paper provides a brief overview of how this edition differs from previous editions and summarizes features of the new edition that will be likely to have an impact on social science research over the next several years. Both strengths and shortcomings of the Manual are noted. In spite of the general usefulness of the Manual, three shortcomings are noted. For instance, the fifth edition still uses poor models of language by not always making clear that reliability and validity are characteristics of data, or scores, and not of tests. It does give increased attention to reporting effect sizes but instructions for presenting data in analysis of variance tables do not require that the author include a measure of effect size. The third weakness is that the example given for reporting regression result is limited to the presentation of regression coefficients. However, it is encouraging that the APA has become sensitive to the technological capabilities of the average author, and has, for example, created its guidelines for displaying equations that are consistent with the capabilities of most word processing programs. The APA is also paying attention to the larger discussion in the field about methodological reporting issues. The paper concludes that overall, the social scientist would benefit greatly from reading and adhering to the fifth edition of the APA "Publication Manual." A chart comparing five editions of the APA Manual is appended. (Contains 23 references.) (SLD)

ED 460 155 TM 033 629

Mulvenon, Sean W.; Connors, Joanie V.; Lenares, Denise
Impact of Accountability and School Testing on Students: Is There Evidence of Anxiety?
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Anxiety; *Elementary School Students; Intermediate Grades; Standardized Tests; *Student Attitudes; *Testing Programs
IDENTIFIERS- Arkansas

The marked increases in standardized achievement testing have raised concerns of the educational community regarding the value of standardized testing programs and their potentially harmful effect on students. This study incorporated student perceptions and their views of standardized testing and combined this information with their performance on the exam. Student results from the fall 2000 Stanford Achievement Test, edition 9 and the spring 2000 Fourth Grade Benchmark examination, a criterion-referenced test used in Arkansas, were combined with student survey data about attitudes and perceptions for 283 students. The results suggest that the vast majority of students do not exhibit stress and have positive attitudes toward standardized testing programs. The study also children with disabilities (from assuming that they should be segregated and cannot contribute to society, to recognizing that inclusion, equality, and achievement are necessary for these children to become productive members of society). Eight sections examine: (1) "Introduction"; (2) "Where We Have Been" (from exclusion to mobilization, Section 504 and the Education of All Handicapped Children Act, amendments and judicial construction, and New York City history); (3) "Jose P."; (4) "Where We Are Now" (placement in the least restrictive environment, or LRE, New York City's rate of special education classification, and educational outcomes); (5) "Over-Representation of Minorities in Special Education and in the Most Restrictive Placements" (disproportionate referral, classification, and placement in restrictive environments); (6) "The Least Restrictive Environment Mandate" (benefits of education in the LRE and New York's response to the LRE mandate); (7) "New York City's Movement toward Education in the LRE" (District 75 Office of Inclusive Education and the LRE Initiative 1996-00); and (8) "The New Continuum of Special Education Services" (the pre-existing continuum, the new continuum service delivery options, and implementing the new continuum). (Contains 10 tables and 173 footnotes.) (SM)

ED 460 174   UD 034 608

Kaufman, Phillip; Alt, Martha Naomi; Chapman, Christopher D.
Dropout Rates in the United States, 2000. Statistical Analysis Report.
PUB DATE- 01
NOTE- 93p.; For the 1999 report, see ED 452 308.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; Dropout Research; *Dropouts; Graduation; High School Graduates; High Schools; Racial Differences; Sex Differences; Student Attrition

This report is the 13th in a series that focuses on high school dropout and completion rates, presenting data on 2000 rates and including time series data on high school dropout and completion rates for 1972-00. In addition to extending time series data reported in earlier years, this report examines the characteristics of high school dropouts and high school completers in 2000. It shows that while progress was made during the 1970s and 1980s in reducing high school dropout rates and increasing high school completion rates, these rates remained comparatively stable during the 1990s. Data are presented on event and status dropout rates and high school completion rates, with statistics on income, race/ethnicity, age and sex, and region and state. Overall, in October 2000, 5 out of every 100 youths enrolled in high school in October 1999 had dropped out. They accounted for approximately one-half million of the 10 million people age 15-14 years enrolled in high school in the previous October. Four appendices, which comprise half of the report, feature standard error tables for text tables, tables in support of figures, supplemental tables, and technical notes. (Contains 27 tables and 6 figures.) (SM)

ED 460 175   UD 034 614

Carnoy, Martin
School Vouchers: Examining the Evidence.
PUB DATE- 01

This collection of papers examines key failures in modern U.S. education and shows how parents, policymakers, and teachers can make changes that will raise the level of student performance. The papers were presented at a 1997 conference designed to examine how elementary and secondary school students learn and are taught in the classroom. The papers include: "From Progressive Education to Discovery Learning" (Williamson M. Evers); "What Is Wrong with American Education?" (Bonnie Grossen); "Reading: A Research-Based Approach" (Jack M. Fletcher and G. Reid Lyon); "Preventing Failure in Early Reading Programs: A Summary of Research and Instructional Best Practice" (Bill Honig); "Spelling and Language Structure: An Essential Foundation for Literacy" (Louisa Cook Moats); "Mathematics Achievement: First in the World by the Year 2000?" (Harold W. Stevenson); "Measurement and Reform" (Maureen DiMarco); and "Research-Based Education Policy" (E.D. Hirsch, Jr.). The conference agenda is appended. (Each paper contains references.) (SM)

ED 460 194 UD 034 643

Moe, Terry M., Ed.
A Primer on America's Schools. Hoover Institution Press Publication.
SPONS. AGENCY- Sarah Mellon Scaife Foundation, Pittsburgh, PA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 01
NOTE- 324p.; "An Assessment by the Koret Task Force on K-12 Education." Also supported by the Koret Foundation and the Taube Family Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Academic Standards; Curriculum Development; Educational Finance; Educational History; Educational Vouchers; Elementary Secondary Education; Family School Relationship; Politics of Education; Private Schools; *Public Education; Resource Allocation; School Choice; State Standards; Student Evaluation; Teacher Associations; Teacher Certification; Teacher Competencies

In this book, the 11 members of the Koret Task Force on K-12 Education provide a broad overview of the U.S. education system, examining its structure and operation, identifying key problems that hinder its performance, and offering perspectives on the requirements of genuine reform. The 11 chapters include: (1) "American Traditions of Education" (Diane Ravitch); (2) "The System" (John E. Chubb); (3) "Achievement in American Schools" (Herbert J. Walberg); (4) "Spending on Schools" (Eric A. Hanushek); (5) "If Families Matter Most, Where Do Schools Come In?" (Caroline M. Hoxby); (6) "Getting Better Teachers--and Treating Them Right" (Chester E. Finn, Jr.); (7) "Teachers Unions and the Public Schools" (Terry M. Moe); (8) "Curriculum and Competence" (E.D. Hirsch, Jr.); (9) "Standards and Accountability" (Williamson M. Evers); (10) "Choice in American Education" (Paul E. Peterson); and (11) "What Is Public about Public Education?" (Paul T. Hill). (SM)

ED 460 195 UD 034 644

Evers, Williamson M., Ed.; Izumi, Lance T., Ed.; Riley, Pamela A., Ed.
School Reform: The Critical Issues. Hoover Institution Press Publication.
PUB DATE- 01

Relationship between Life Experiences and Success in Higher Education for African American Students" (Cheryl Getz); and (19) "Improving Learning Outcomes for At-Risk Multicultural Community College Students" (Sheila T. Gregory and Otis O. Hill). (Papers contain references.) (SM)

ED 460 213 UD 034 665

Danzer, Gerald A.
Making a Community Interesting to Itself: Providing a Social Education through Urban History and Neighborhood Studies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest Number 170.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Higher Education; Secondary Education; *Social Studies; *Urban Areas; *Urban Studies
IDENTIFIERS- ERIC Digests

Community studies and an urban focus are returning to the social studies. This digest reviews urban studies from a historical perspective. The first section discusses the value of studying cities, noting that city living is becoming fashionable again, and a movement called the New Urbanism has brought a new appreciation for the social, cultural, and ecological virtues of the old urban neighborhoods. The second section looks at source materials for teaching urban studies (including basic texts, resources on the politics of urban development, resources on urban geography and history, and curriculum materials). The third section discusses the importance of exploring the cityscape, suggesting that classroom work on the urban experience should be viewed as preparation for the direct experience of the city itself. It encourages educators to take their classes out into the city. The digest offers suggestions for educators who want to use the story of the city, especially its neighborhoods and suburbs, as the basis for sustained investigation in social studies classes. In the process, the city itself becomes a primary source that students can read as a text. (SM)

ED 460 214 UD 034 666

Garcia, Eugene E.
Hispanic Education in the United States: Raices y Alas. Critical Issues of Contemporary American Education.
PUB DATE- 01
NOTE- 290p.; Cover page varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Bilingual Education; Children; College Admission; *Cultural Differences; *Culturally Relevant Education; Diversity (Student); Elementary Secondary Education; Equal Education; Ethnicity; Higher Education; *Hispanic American Students; Immigrants; Minority Groups; Multicultural Education; Teaching Methods
IDENTIFIERS- Americanization; Latinos

This book portrays what works in creating better educational

NOTE- 7p.; Center on Crime Communities & Culture became part of the Criminal Justice Initiative, Open Society Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Crime; Elementary Secondary Education; *Expulsion; Hispanic American Students; Racial Bias; Racial Differences; School Policy; *School Safety; Student Behavior; *Suspension; *Violence; *Zero Tolerance Policy
IDENTIFIERS- African Americans; Victimization

Though the media depicts U.S. youth as more criminally prone than they actually are and highlights school shootings, schools are still one of the safest places for youth to be. This policy brief adds perspective to punitive school policies (e.g., zero tolerance policies that require suspension or expulsion) in the face of stable or declining rates of youthful offending in schools. In order to compare rates of school assaults with rates of suspension and expulsion, researchers analyzed the latest available government data for both indexes. From 1976-98, nearly 95 percent of students reported they had not been injured with a weapon at or near school in the past 12 months. Despite relatively stable rates of student victimization over the 23 years, suspensions and expulsions have nearly doubled. The increase seems to have little to do with reported victimization and does not appear to have affected reported victimization markedly. Other research indicates that suspended students often find themselves bereft of any form of education. There are racial disparities in student suspensions, particularly with respect to black makes. Students suspended from school are much more likely to engage in physical fights, carry a weapon, smoke, use alcohol, marijuana and other drugs. (SM)

ED 460 234 UD 034 691

Hughes, Katherine L.; Baills, Lawrence Neil
Teaming up for School Improvement in New York City: Civic Strategies, the Board of Education, Vocational High Schools, and Unions. IEE Working Paper.
PUB DATE- 01
NOTE- 60p.; Supported by Deutsche Bank Americas Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Curriculum Development; Educational Change; *Educational Improvement; Financial Support; High Schools; Instructional Leadership; *Needs Assessment; *Principals; *Professional Development; *Urban Schools; *Vocational Education
IDENTIFIERS- *New York City Board of Education

This report describes the progress of a school improvement initiative in New York City's vocational high schools. The New York City Board of Education contracted with Civic Strategies, a non-profit firm, to implement a vocational school improvement effort for 2 years. Civic Strategies' three-step model of school improvement involved: completion of school needs assessment and staff buy-in, development of school-specific improvement plans, and delivery of tailored professional development activities. The needs assessment highlighted such problems as too little collaboration between the academic and vocational areas, weak links with business and industry, and lack of time. In most schools, there was room for considerable growth in the management capacities of school building leaders and administrators. Data from site observations and interviews data should be transferred, how it should be incorporated when it is received, what rights recipients of the data will have with respect to it, and the kind of relation that should exist between distributed copies of the object. Functions such as distributed version control can be implemented on top of the basic handler functions. This paper suggests that this model can provide superior support for common cooperative functions. Because the model is declarative, users need only express their intentions once in creating a self-administering description, and need not be concerned with manually performing subsequent repetitious operations. Because the model is peer-to-peer, users are less dependent on additional, perhaps costly resources, at least when these are not critical. An initial implementation of the model has been created. The authors are experimenting with the model both as a tool to aid in digital library functions, and as a possible replacement for some server oriented functions. (Contains 20 references.) (Author/AEF)

ED 459 839 IR 058 375

McKeown, Kathleen R.; Chang, Shih-Fu; Cimino, James; Feiner, Steven K.; Friedman, Carol; Gravano, Luis; Hatzivassiloglou, Vasileios; Johnson, Steven; Jordan, Desmond A.; Klavans, Judith L.; Kushniruk, Andre; Patel, Vimla; Teufel, Simone

PERSIVAL, a System for Personalized Search and Summarization over Multimedia Healthcare Information.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 12p.; In: Proceedings of the ACM/IEEE-CS Joint Conference on Digital Libraries (1st, Roanoke, Virginia, June 24-28, 2001). For entire proceedings, see IR 058 348. Figure may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; *Computer System Design; Electronic Libraries; Health Materials; *Information Retrieval; *Information Storage; *Medical Libraries; Multimedia Materials; *Online Searching; Online Systems

This paper reports on the ongoing development of PERSIVAL (Personalized Retrieval and Summarization of Image, Video, and Language), a system designed to provide personalized access to a distributed digital library of medical literature and consumer health information. The goal for PERSIVAL is to tailor search, presentation, and summarization of online multimedia information to the end user, whether patient or healthcare provider. PERSIVAL utilizes the online patient records at New York Presbyterian Hospital as a sophisticated, pre-existing user model that can aid in predicting user interests. For the healthcare provider, the approach facilitates finding literature relevant to the specific patient under care; for the healthcare consumer, the approach facilitates finding and understanding information relevant to his or her medical situation. This paper presents the system's architecture and then discusses the components that are being developed. These include a user query component, which allows inference of meaningful questions given the clinical context, providing relevant information from the context for search; search over heterogeneous, distributed sources, re-ranking results by matching against the patient record; presentation of results to highlight information that is relevant to the patient,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; Comparative Analysis; Databases; *Information Retrieval; *Internet; Search Strategies; *Small Businesses
IDENTIFIERS- *Business Information; *Search Engines

Researchers for small businesses, which may have no access to expensive databases or market research reports, must often rely on information found on the Internet, which can be difficult to find. Although current conventional Internet search engines are now able to index over on billion documents, there are many more documents existing in databases that they are unable to reach. A recent study has estimated that the number of these "invisible web" documents may amount to 500 times the number of sites reached by conventional search engines. There are now search utilities that claim to be able to search many of the "invisible" documents. Capabilities in finding business information of the utilities Lexibot and BullsEye 2, as well as Google and metasearch engine Metacrawler, were compared in this study. Searches were conducted for 20 company names, as well as for forecasts, market share, and industry trends for two of these companies. Google was able to find the most relevant results. Because Lexibot and BullsEye 2 did not perform better than general search engines, it appears that it is still necessary to find information from the "invisible web" by first finding appropriate databases, then performing searches. Appendices include a list of companies researched, search terms, and search results data. (Contains 11 references.) (Author/MES)

ED 459 860 IR 058 412

Case, Mary S.
The Outsourcing Experience of the Technical Library at NASA Glenn Research Center.
PUB DATE- 01
NOTE- 147p.; Master of Library and Information Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Federal Government; *Government Libraries; Interprofessional Relationship; *Library Administration; *Library Personnel; *Library Services; *Privatization; Public Policy; *Special Libraries; User Satisfaction (Information)
IDENTIFIERS- National Aeronautics and Space Administration; *Outsourcing

The purpose of this study was to conduct a case study of the NASA (National Aeronautics and Space Administration) Glenn Research Center library to examine strictures related to outsourcing, how they have helped and/or harmed the relationship between the civil servants employed by the library and the contracted employees, and the management of the library as outsourcing is utilized. Sources of data for the case study included documentation, archival records, interviews, and direct observation. Findings are reported in the following areas: (1) the Office of Management and Budget Circular A-76, which sets federal policy regarding the performance of commercial activities by government employees; (2) notification of government employees of the plan to increase the use of on-site

PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; *Adult Learning; *Adult Students; Community Colleges; Dislocated Workers; Economic Factors; High School Equivalency Programs; High School Graduates; *Performance Factors; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

This report analyzes the Piedmont Works Adult Education Program (PW) at Piedmont Virginia Community College (PVCC) and compares PW students with regular students at the college. PW offers aid to students to attend PVCC. Those students follow the same scheduling and enrollment procedures as other PVCC students. The PW program helps fund educational classes for financially challenged older adults so they may gain more work-related skills and better income-earning opportunities. Report highlights include: (1) PW students were twice as likely to have earned the G.E.D.--10% of PW students entered with the G.E.D. in spring 2001, while 5% of regular students entered with the G.E.D.; (2) PW students were less likely to have graduated from high school recently--in spring 2001, 10% of regular students had graduated from high school within the last year, as compared with only 3% of PW students; (3) only 12% of PW students were between the ages of 18-21, compared with 29% of regular students; (4) 81% of PW students were female, compared with 59% of regular students; (5) PW students were also predominantly African American--57%, compared with 13% of the overall PVCC population; and (6) PW students were twice as likely as regular students to receive failing grades in their classes. This paper offers suggestions for improving PW student performance. (NB)

ED 459 881 JC 020 076

Geller, Harold A.
A Brief History of Community Colleges and a Personal View of Some Issues (Open Admissions, Occupational Training and Leadership).
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Community Colleges; Economic Impact; Educational Change; *Educational History; *Educational Legislation; Enrollment; *Enrollment Influences; Government School Relationship; Institutional Mission; *Institutional Role; Laws; Two Year Colleges

This paper reflects on the history of the community college in the United States. The author cites Tillery and Deegan, who refer to five generations of the American community college. The first generation, from 1900-1930, is characterized as being an extension of secondary school. The second generation, from 1930-1950, is characterized as the junior college generation. The third generation, from 1950-1970, is referred to as the community college generation. The fourth generation, from 1970-1985, is called the comprehensive community college generation. Finally, the fifth generation, which Tillery and Deegan do not name, refers to the period from 1985-1999. The author of this paper suggests that the sixth generation might be called (after Terry O'Banion) the learning community college generation. The

Baldwin, Anne
Retention Rate by Ethnicity. Information Capsule.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Enrollment; Institutional Research; Minority Groups; *School Holding Power; *Student Attrition; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

This document from the Miami-Dade Community College Office of Institutional Research (Florida) briefly reports student retention rates at the college for the year 2000. Retention rates for degree-seeking students in 2000 increased from 1998 for all major ethnic categories. The year 2000 total college retention rate was 72.5%. Retention rates by ethnicity were: white non-Hispanic 70.1% (an increase of 3.5 percentage points from 1998), black non-Hispanic 73.4%, and Hispanic 72.5%. When students who graduated in the fall term were taken into account, the retention rates were even greater: total college was 76.5%, white non-Hispanic 75.5%, black non-Hispanic 77.1%, and Hispanic 76.4%. Retention rates of new students also increased for all major ethnic categories: total college was 78.3%, white non-Hispanic 73.3%, black non-Hispanic 78.4% (an increase of 2.9 percentage points from 1998), and Hispanic 79.1%. In general, new students showed the highest retention rates among the different categories of enrollment (i.e. new, continuing, other). Includes eight tables reporting the 1996-2000 retention rates (with the exception of 1999 rates, which were excluded due to data anomalies). These retention rate tables are organized according to the students' enrollment category, ethnicity, and college campus. (KP)

ED 459 902 JC 020 112

Mize, Rita M.
First Biennial League Report on California Community College Chief Executive Officer (CEO) Tenure and Retention.
PUB DATE- 98
NOTE- 34p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Role; *College Administration; *College Presidents; College Role; *Community Colleges; *Governance; Labor Turnover; *Tenure; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document is a report on the tenure and retention of community college Chief Executive Officers (CEOs) in California. In 1995, the trustee board of the Community College League of California (CCLC) set up a committee to look at the turnover rate of chancellors, superintendents, and presidents of California community colleges over the last 20 years. Results show California community college CEOs have an annual turnover rate of 13%, which is similar to the reported national community college CEO turnover rate of 12%. Twenty percent of the California community college CEOs have tenures of 10 or more years; however, results show that California community college CEOs have shorter average tenures (4.4 years) of service compared with the national average (7.8 years).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Early Intervention; *Family Programs; Infants; *Meta Analysis; *Parents; *Program Effectiveness; Research Methodology; Toddlers
IDENTIFIERS- Program Characteristics; Risk Factors

This study explored the potential of meta-analysis for assessing the efficacy of interventions designed for parents of young, environmentally at-risk children. Included in the sample were 232 evaluations of 282 parent-focused interventions implemented between 1965 and 1999; evaluations met 10 criteria, including the inclusion of a treatment and comparison group. Parental risk factors involved low SES, adolescence, low birth weight infants, elevated risk of abuse/neglect, or an emotional problem. Outcomes were child development, home environment, parental knowledge and attitudes, dyadic interaction, caretaking, and abuse/neglect. Effect sizes were calculated by outcome domain for all risk categories combined and separately for the categories of low SES, parental adolescence, elevated abuse/neglect risk, and low birth weight infant. Although the findings fell into a pattern aligning with Olds and Kitzman's (1993) view that adolescent parents and parents of low birth weight infants are two groups especially benefiting from early intervention, no conclusions were drawn about the efficacy of parent-focused interventions due to unanswered questions about measuring the effects of such interventions. Limitations of meta-analysis include its dependence upon the type of information measured and reported in the sampled studies and the substantial amount of inaccuracy in the data involved. Nevertheless, it was thought that meta-analysis can suggest fruitful directions for additional research into intervention in areas where there is adequate information for coding. (Includes 6 tables and 5 figures detailing results.) (KB)

ED 459 922 PS 029 997

Benson, Gregory M., Ed.
Child Nutrition Management System: An Interview with Rich Connell.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Information Technology; Interviews; *Nutrition; *Program Administration; Program Descriptions; Program Development; *State Programs; *World Wide Web
IDENTIFIERS- *New York State Education Department

This article, the second in a continuing series highlighting exemplary information technology (IT) practices, recounts an interview with the project manager of New York State's Child Nutrition Management System (CNMS). CNMS is a Web-based system for claim processing and program management for the Child Nutrition Program administered by the New York State Education Department. CNMS is the first Web-based local assistance claim system in New York State government that provides seamless processing of payments, beginning with online data entry and culminating in direct deposit of funds to local agency accounts. The interview addresses development of the system, including obstacles and successes. (EV)

ED 459 940 PS 030 021

Duncan, Greg J., Ed.; Chase-Lansdale, P. Lindsay, Ed.
For Better and for Worse: Welfare Reform and the Well-Being of Children and Families.
PUB DATE- 01
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- Births to Single Women; Child Rearing; *Children; Day Care; Family Attitudes; Family Financial Resources; Family Needs; *Family (Sociological Unit); Family Work Relationship; Federal Legislation; Low Income Groups; Poverty; *Program Effectiveness; Public Policy; Social Attitudes; State Federal Aid; *Welfare Recipients; *Welfare Reform; *Well Being
IDENTIFIERS- Earned Income Tax Credit; Temporary Assistance for Needy Families; Welfare to Work Programs; Working Poor

Although the 1996 welfare reform bill reduced welfare rolls, falling caseloads do not necessarily mean a better standard of living for families. This book examines the evidence and evaluates whether welfare reform has met one of its chief goals--improving the well-being of the nation's poor children. The chapters of the book are as follows: (1) "For Better and for Worse: Welfare Reform and the Well-Being of Children and Families" (Greg J. Duncan and P. Lindsay Chase-Landsdale); (2) "Liberal and Conservative Influences on the Welfare Reform Legislation of 1996" (Ron Haskins); (3) "Welfare Reform, Management Systems, and Policy Theories of Child Well-Being" (Cathy M. Johnson and Thomas L. Gais); (4) "How Do State Policymakers Think about Family Processes and Child Development in Low-Income Families?" (Kristin Anderson Moore); (5) "Program Redesign by States in the Wake of Welfare Reform: Making Sense of the Effects of Devolution" (Alan Weil); (6) "Sanctions and Exits: What States Know about Families That Leave Welfare because of Sanctions and Time Limits" (Jack Tweedie); (7) "How Different Are Welfare and Working Families? And Do These Differences Matter for Children's Achievement?" (Greg J. Duncan, Rachel E. Dunifon, Morgan B. Ward Doran, and W. Jean Yeung); (8) "My Children Come First: Welfare-Reliant Women's Post-TANF Views of Work-Family Trade-Offs and Marriage" (Ellen K. Scott, Kathryn Edin, Andrew S. London, and Joan Maya Mazelis); (9) "Does Maternal Employment Mandated by Welfare Reform Affect Children's Behavior?" (Ariel Kalil, Rachel E. Dunifon, and Sandra K. Danziger); (10) "Lessons from New Hope: The Impact on Children's Well-Being of a Work-Based Antipoverty Program for Parents" (Rashmita S. Mistry, Danielle A. Crosby, Aletha C. Huston, David M. Casey, and Marika N. Ripke); (11) "How Families View and Use Lump-Sum Payments from the Earned Income Tax Credit" (Jennifer L. Romich and Thomas S. Weisner); (12) "Welfare Waivers and Nonmarital Childbearing" (Ann E. Horvath-Rose and H. Elizabeth Peters); (13) "Reducing Child Poverty by Improving the Work-Based Safety Net" (Wendell Primus and Kristina Daugirdas); (14) "Effects of Welfare Reform at Four Years" (Ron Haskins); (15) "Reforming the Social Family Contract: Public Support for Child Rearing in the United States" (Paula England and Nancy Folbre); and (16) "Lessons Learned" (P. Lindsay Chase-Landsdale and Greg J. Duncan). (Each chapter contains references.) (HTH)

ED 459 941 PS 030 026

Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 29p.; Additional funding provided by the Stuart Foundation. For other state profiles in the series, see PS 030 048-059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; Family Financial Resources; *Low Income Groups; Mothers; Profiles; *School Age Day Care
IDENTIFIERS- *Child Care Costs; Child Care Needs; *Minnesota

This report draws on a recent survey--the 1997 National Survey of America's Families (NSAF)--to examine child care arrangements and expenses for working families with children under age 13 in the state of Minnesota. Key components of the project include a household survey, studies of policies in 13 states, and a database with information on all states and the District of Columbia. This report provides data on the types of child care arrangements families use, the number of arrangements they use, the hours children spend in child care, and the amount families spend on child care. The report begins by describing key facts related to child care in Minnesota and defining relevant terms. Findings regarding the types and number of child care arrangements and the hours spent in care are examined for children under 5 years of age. Findings on the numbers of school-age children in supervised arrangements, self-care, and parent/other care follow. Child care expenses are examined for all families overall and for two particular groups of families: those with older versus younger children, and families with different earnings levels. Costs in Minnesota are then compared to those nationwide. Findings of this report reveal that more than two-thirds of mothers with children under age five and more than three-fourths of mothers with school-age children are employed. Almost 75 percent of children under age 5 with employed mothers are in a form of nonparental care, with almost 40 percent in full-time care. One-quarter of 6- to 9-year-olds with employed mothers are in before- and after-school programs, compared to fewer than 10 percent of 10- to 12-year-olds. The use of self-care increases as children get older. Low-income families spend more than twice as much on child care as a percentage of their earnings as do higher-earning families. (KB)

ED 459 956 PS 030 054

Snyder, Kathleen; Adams, Gina
State Child Care Profile for Children with Employed Mothers: Mississippi. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01

concerns about homeschooling. In 1999 about 1.7 percent of U.S. school children (2.2 percent in rural areas) were schooled at home because of parents' educational, religious, or social attitudes or beliefs. The flexibility inherent in homeschooling allows an individualized approach to instruction and curriculum that capitalizes on student interests and community learning opportunities. Most homeschooling parents design their own curriculum. A major criticism of homeschooling is the social isolation of the student. Place-based education can address socialization issues by immersing children in the daily routines of their communities, exposing them to local behavior norms and belief systems, and showing them how one functions as a contributing member of society. Criticisms of the methods and materials of homeschooling can be countered by a place-based approach that integrates separate disciplines and subject matter with home and community projects. Student interests combine with daily living activities and practical experience in various interconnected subjects to provide both practical and academic knowledge. Several examples of rural community-based education are given, and rural community resources are discussed. (Contains 22 references.) (TD)

ED 459 972   RC 023 265

Reyhner, Jon
Teaching Reading to American Indian/Alaska Native Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; Basal Reading; *Culturally Relevant Education; Elementary Education; Language Experience Approach; Limited English Speaking; Phonics; *Reading Instruction; Reading Material Selection; *Reading Strategies; Whole Language Approach
IDENTIFIERS- Balanced Reading Instruction; ERIC Digests

This digest summarizes ways to help young American Indian and Alaska Native children become fluent readers. There are numerous reading intervention programs, each with its own set of claims and counter-claims. Phonics approaches are designed for standard English speakers, and students with limited English abilities end up parroting what they read without comprehension. A major criticism of basal readers and research-based reading programs is that the material is chosen for a generic American audience with few, if any, stories that relate to Indian culture. The language experience approach uses words from students' oral vocabularies, familiar stories, community oral histories, and predictable books to teach reading lessons. The whole-language approach is compatible with Native beliefs and traditional teaching methods, but its lack of structure can overwhelm teachers. Balanced approaches draw on both phonics and whole-language methods. In balanced approaches, teachers can supplement basal readers with community and tribal reading materials. Using materials written in students' Native language improves reading skills in the Native language and English, and attitudes towards school. Parents can help their children by reading to them. Teachers should use reading materials that relate to children's lives and provide opportunities to learn into the curriculum. Beginning in the 1870s, federal policy emphasized assimilation as the goal of AI/AN education. Assimilationist policies had the effects of separating AI/AN students from their communities, weakening Native languages and cultures, driving students toward a marginalized identity, alienating students from schooling, and producing subtractive bilingualism. The past 3 decades have seen many efforts to restore and revitalize Native languages and cultures through the schools and to use Indigenous knowledge and language to meet both local and Western educational goals. Concurrently, the notion of appropriate academic knowledge has been reevaluated, and some teachers and elders have found ways to connect local practical and cultural knowledge to the school curriculum. Four exemplary AI/AN programs are described that involve community or tribally controlled schools, use Indigenous culture and language, and have resulted in a significant gain in academic achievement. These include Navajo programs in Arizona, a Native Hawaiian program in Honolulu, and an Inuit-controlled school using Inuktitut in Nunavik (northern Quebec). (Contains 20 references.) (SV)

ED 459 990 RC 023 358

Jacobs, Don Trent; Reyhner, Jon
Preparing Teachers To Support American Indian and Alaska Native Student Success and Cultural Heritage. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Online version contains an annotated reference list with links to full-text documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; *Cultural Maintenance; *Educational Needs; Elementary Secondary Education; Family School Relationship; Higher Education; School Community Relationship; Student Needs; *Teacher Education; *Teacher Role; Values
IDENTIFIERS- American Indian Students; ERIC Digests

This digest briefly summarizes the literature on preparing educators to promote the success of American Indian and Alaska Native (AI/AN) students. Success in Native terms means not only academic achievement but also the development of the whole person. Spirituality and reciprocity (giving back to others) are vital to Indian learning. Teachers must be prepared to present European American paradigms such that they can coexist with Native world views about life's complex interconnections between people and nature. Place-based education can help students connect with their local community and geography. It is critical that teachers of AI/AN children work with students' extended families to enlist their support for literacy and academic achievement; reinforce their efforts to pass on their culture; and help their children develop a strong and resilient identity. Community partnerships can provide much-needed support as well as AI/AN role models who demonstrate the achievement of educational success without cultural loss. Teaching styles common in American schools often fail to meet the needs of AI/AN students. Generally, books on Indian education call for teacher preparation that leads to a constructivist and experiential approach centered on the community and environment. Recommendations for research-based

ED 460 015 SE 065 600

Young, Anne Ludington
A Calculus I Project: Discovering the Derivative of an Exponential Function.
PUB DATE- 96
NOTE- 6p.; Paper presented at the Annual Conference on the Teaching of Mathematics (5th, Baltimore, MD, June 21-22, 1996). In: Winkel, Brian, Ed. "PRIMUS: Problems, Resources, and Issues in Undergraduate Mathematics Studies" v7 n1 Mar 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; Higher Education; *Mathematics Activities; *Mathematics Instruction; Secondary Education

This paper describes a project one teacher assigns to Calculus I students at the Department of Mathematical Sciences at Loyola College in Baltimore, Maryland. The project is introduced to the students early in the semester and requires the use of technology, team work, and the completion of an extensive writing component. The goal of the project is to lead the students to the formula for the derivative of an exponential function. The teacher assigns the project after the class has studied the meaning of the derivative and is familiar with estimating it graphically and numerically, but before any algebraic formulas are covered. The project is divided into three parts. In the first part, students are asked to estimate numerically the derivatives of four exponential functions. In the second part, they are to write a letter to a classmate explaining their solutions to Part 1. Finally, in Part 3 the students compose a newsletter article summarizing their conclusions and/or conjectures. This project is unique in that it not only engages for the students but also motivates them to consider the subject matter from a new and different perspective by giving them the opportunity to participate in the exciting mathematical process of making discoveries and conjectures. Student version of project overview and instructions is appended. (MA)

ED 460 016 SE 065 640

Ami, Carlon G.
The Effects of a Four-Week Summer Bridge Program.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Engineering Education; Higher Education; *Mathematics Instruction; Mathematics Tests; Minority Groups; Science Education

This study reports the results of the pre and post mathematics test administered to student participants of the 2001 Summer Bridge Program, sponsored by the Minority Engineering, Mathematics and Science Department (MEMS) at the University of New Mexico (UNM). There was a four-week time span between the administration of the standardized test, which was administered to 28 incoming science, engineering and mathematics (SEM) students by UNM's Testing Center. Results showed that there was an increase in the initial mathematics placement of approximately 42.9% of the students. There was also an increase

NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Developing Nations; Educational Attainment; *Educational Demand; Educational Economics; Educational Research; Elementary Secondary Education; Foreign Countries; *Statistical Bias; *Student Needs
IDENTIFIERS- *Pakistan

This paper explores the demand for child schooling in Pakistan, using the "Pakistan Integrated Household Survey" (1991). There have been few such studies for Pakistan, a country with relatively low enrollment rates and education levels, high illiteracy, and a large disparity between male and female education. This study focuses on two potential sources of bias in the estimation of the demand for schooling. First, studies which do not distinguish between currently enrolled children and those who have completed their schooling subject their estimates to a form of censoring bias. Second, studies which exclude samples for children who have left the household may introduce sample selection bias if the decisions to leave home and to attend school are related. This study finds evidence of both "censoring" and "sample selection" bias in the demand for child schooling in Pakistan, and shows that the sample chosen for the estimation of schooling demand can alter the results. While the majority of educational resources in Pakistan are earmarked for improving access to primary schools, the money would be better spent increasing access to boys' and girls' middle and secondary schools. Includes 26 notes. (Contains 65 references, 11 tables, and 5 figures.) (Author/BT)

ED 460 038 SO 033 456

Duraisamy, P.
Changes in Returns to Education in India, 1983-94: By Gender, Age-Cohort and Location. Center Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age; *Developing Nations; *Educational Benefits; Educational Research; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; Labor Market; *Rural Urban Differences; *Sex; Wages
IDENTIFIERS- Estimation; *India

There is hardly any estimate of returns to schooling in India based on national level representative data for the recent period. This paper provides estimates of the economic returns to education in India by gender, age cohort, and location (by rural-urban) for the most recent period 1993-94, and also evaluates the changes in returns over a period of time from 1983-94 using national level representative household survey data. These are the only national surveys in India that provide information on the wages and some of the labor market characteristics of individuals. The data show that the returns to education increases up to the secondary level and declines thereafter. There is evidence of substantial gender and rural-urban differences in the returns to schooling. The returns to women's education for the primary and middle levels have declined while those for secondary and college levels have increased during 1983-94. Also discussed briefly are the structure of education and the labor market in India. Includes

ED 460 058 SO 033 513

Napier, Diane Brook; Napier, John D.; Lebeta, Vincent T.
South African Educational Transformation and Sustainable Development: Insights into Educational Reform from Remote Area Schools in QwaQwa.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Botswana-Lesotho-Swaziland (BOLESWA) International Educational Research Symposium (9th, Gaborone, Botswana, July 28-August 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Change; *Educational Improvement; Educational Research; Foreign Countries; Geographic Isolation; Longitudinal Studies; *School Culture; *Sustainable Development
IDENTIFIERS- Development Education; *South Africa

This paper reports on the second phase of multiple-year research in the Phuthaditjhaba schools of QwaQwa, South Africa, which is studying implementation issues related to educational transformation. Investigated was the extent to which educational reforms in these schools address language rights as human rights, reduce backlogs, and promote democratic schooling; whether educational transformation enhances social harmony; and whether sustainable development is assisted by educational reform. In phase one in two contrasting schools, key issues emerged related to language/instructional medium, school ethos, administrator ideology, school-community relations, and marked differences in penetration of democratic reforms. The current phase extends the study to include other primary schools in Phuthaditjhaba. Findings include developments at the phase one schools, and insights into democratized education in the larger set of schools such as in language/instructional medium issues, teacher perceptions of outcomes based education (OBE) training and their own needs, and what is needed for sustainable development through improved education. Considered is how development issues in these schools provide insight into the overall national process of transforming education and how sustainable development demands are shaped by local contextual factors. (BT)

ED 460 059 SO 033 514

Napier, Diane Brook; Napier, John D.; Lebeta, Vincent T.
Transformational Issues and Challenges in South African Educational Reform: A Case Study of Two Schools in QwaQwa.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Change; Educational Research; Ethnography; Foreign Countries; Geographic Isolation; *Racial Factors; *School Culture; School Surveys
IDENTIFIERS- *South Africa

Policies for creating a nonracial, democratic education system in South Africa are spawning implementation issues that reflect change and resistance to change in schools. This paper reports

PUB DATE- 02
NOTE- 7p.; Paper presented at the Annual Conference on Caribbean Culture (2nd, Kingston, Jamaica, January 9-12, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Incentives; Labor Turnover; Preservice Teacher Education; Self Motivation; *Student Teacher Attitudes; Student Teachers; *Teacher Motivation; *Teacher Persistence; Teacher Supply and Demand; Teaching Experience; Teaching (Occupation)
IDENTIFIERS- *Jamaica

This study examined motivational factors responsible for the retention of experienced teachers in Jamaica. Using a stratified sample of Jamaican teachers in training, the study compared the motivations for teaching of 821 novice student teachers with the motivations of 206 student teachers having more than 3 years of teaching experience. Data from participant surveys indicated that the total motivation of experienced teacher trainees was significantly greater than that of the novice teacher trainees. Experienced teacher trainees were significantly less extrinsically motivated and significantly more intrinsically motivated than were the novice teacher trainees. (Contains 13 references.) (SM)

ED 460 078 SP 040 406

Bell, Derek; Ritchie, Ron
Towards Effective Subject Leadership in the Primary School.
PUB DATE- 99
NOTE- 199p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Collegiality; Cooperative Planning; Coordinators; Educational Improvement; Educational Quality; Elementary Education; Faculty Development; *Instructional Leadership; *Leadership Responsibility; Strategic Planning; Student Evaluation; Time Management

This book examines the position of subject leader in elementary schools in light of four key areas identified by the National Standards for Subject Leadership: strategic direction and development, teaching and learning, leading and managing staff, and efficient and effective staff deployment. It combines existing research with new material, presenting the underpinning principles and analyzing the complex roles and responsibilities of subject leaders. It also provides advice for subject leaders illustrated by a series of case studies and tasks. The book emphasizes the importance of leadership, children's learning, professional development, and collaboration. The 14 chapters are: (1) "Coordinator or Subject Leader?" (2) "Developing a Leadership Role"; (3) "Strategic Direction and Development"; (4) "Improving Teaching and Learning"; (5) "Policies, Schemes and Plans"; (6) "Expectations and Assessment"; (7) "Professional Relationships"; (8) "Supporting Colleagues on an Individual Basis"; (9) "Working with Groups"; (10) "Managing Resources"; (11) "Managing Time"; (12) "Monitoring and Evaluation"; (13) "Management of Change";

ED 460 096 SP 040 439

Bringing Education to After-School Programs.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Education; *After School Programs; Art Activities; Art Education; College Attendance; College School Cooperation; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Family Involvement; Mathematics Skills; Mentors; Parent Participation; Reading Skills; School Safety; Student Recruitment; Substance Abuse; Teacher Recruitment; Tutoring; Violence
IDENTIFIERS- Drug Free Schools

This booklet provides schools with ideas on how they can use their after-school programs in new and effective ways to promote student achievement and meet the needs of their students and community. It provides suggestions on: reading in after-school programs; mathematics in after-school programs; think college early in after-school programs; teacher recruitment and training in after-school programs; technology in after-school programs; the arts and after-school programs; strong, safe, disciplined, and drug-free schools and after-school programs; and parent involvement in after-school programs. Each section presents information on background, how to integrate efforts into after-school programs, U.S. Department of Education resources, a sample program, and contact and other sources of information. (SM)

ED 460 097 SP 040 441

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide. Elementary School.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 00
NOTE- 139p.; Also funded by the CDC Foundation. ATTN: Resource Room, 4770 Buford Highway, Mail Stop K-32, Atlanta, GA 30341-3717.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comprehensive School Health Education; Counseling; Educational Environment; Elementary Education; Family Involvement; Health Behavior; *Health Promotion; Mental Health; Nutrition; Physical Activity Level; Physical Education; Physical Fitness; Physical Health; School Health Services; School Policy; *Self Evaluation (Groups); Teachers
IDENTIFIERS- Health Policy

This self-assessment and planning guide is intended to help schools identify the strengths and weaknesses of their health promotion policies and programs, develop an action plan for improving student health, and involve teachers, parents, students, and the community in improving school services. It focuses on physical activity and nutrition. After presenting a physical activity and nutrition fact sheet and instructions for the site coordinator, the guide offers eight modules that look levels of student success as measured by standardized achievement tests. Participants were a group of elementary classroom teachers from the southwest Missouri area who completed the Responsibility for Student Achievement Scale and the School Participant Empowerment Scale. Data analysis indicated that teachers were willing to accept credit for students' success, but they were reluctant to accept blame for students' failure to achieve. The results suggest that the construct of teacher empowerment and sense of responsibility for student outcomes are important to a positive school climate and increased teacher efficacy. However, the effect on student achievement appears to be secondary, if it exists at all. There was no direct correlation between teacher empowerment and student achievement or teachers' sense of responsibility and student achievement. (Contains 47 references.) (SM)

ED 460 117 SP 040 474

Thornton, Linda H.
Encouraging Student Teachers via Electronic Mail.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Electronic Mail; Elementary Education; Feedback; Higher Education; Preservice Teacher Education; Special Education; Student Teachers; *Teacher Competencies; Teacher Evaluation; Teacher Student Relationship; *Teaching Skills

This study examined whether sending frequent encouraging electronic mail (e-mail) messages to elementary and special education student teachers would improve their teaching skills and performance on the Praxis II Principles of Learning and Teaching examination. In 2001, 43 elementary and special education student teachers enrolled in a professional seminar course were randomly assigned to one of two groups. All 43 student teachers received e-mail messages from the professor regarding exams, job openings, and links to helpful Internet sites. Both groups also received inspirational e-mail messages tied to Pathwise competencies encouraging them to maintain a high level of performance. Twenty-one student teachers were assigned to receive more frequent encouraging e-mail messages from the professor, and 22 student teachers were assigned to receive less frequent encouraging e-mail messages. The group that received frequent messages earned a higher mean score on the Principles of Learning and Teaching examination than the group that did not, but the difference was not statistically significant. The two groups scored similarly on a measure of teaching performance adapted from Pathwise. The group that received frequent e-mail messages responded to a placement survey sent via e-mail at a higher rate than those who did not. (Author/SM)

ED 460 118 SP 040 479

Turk, Randall L.; McFadden, Jorena; Stoss, Penny; Dreiling, Eileen
Team Building Activities in the Educational Setting: A Manual.
PUB DATE- 01
NOTE- 27p.; With Scott Friesen, Dale Sprunger, Chris Waterbury, Krista Wolff, and Jon Zumalt. Paper presented at the Annual

(052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; *Grade 4; Intermediate Grades; Parents; Spanish; *State Programs; Test Use; Test Wiseness; *Testing Programs
IDENTIFIERS- *New Jersey

The Elementary School Proficiency Assessment (ESPA) is New Jersey's test for fourth graders. It is designed to give the school information about how well students are achieving in the areas required by New Jersey's Core Curriculum Content Standards. This guide offers parents, students, and teachers information about the ESPA. The parent information section, which is presented in English and Spanish, describes the ESPA and discusses who will be tested. The types of questions are described, and how to help a child prepare for the ESPA is outlined. The length and fairness of the test are outlined, and sources for additional information are presented. The student information section, only in English, explains what the ESPA is, what the questions are like, what a student should expect, and what else a student should know about taking the ESPA. Sample questions, only in English, are included for science, language arts literacy, and mathematics. Teacher information is implicit in the document; there is no teacher information section. (SLD)

ED 460 137 TM 033 522

Grade Eight Proficiency Assessment (GEPA) Student Preparation Booklet.
PUB DATE- 01
NOTE- 61p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Grade 8; *Junior High School Students; Junior High Schools; Parents; Spanish; *State Programs; Test Use; Test Wiseness; *Testing Programs
IDENTIFIERS- *New Jersey

This booklet prepares a student to take New Jersey's Grade Eight Proficiency Assessment (GEPA), a test that measures the knowledge and skills that will be tested later in the state's High School Proficiency Assessment. The GEPA has three test sections (content areas): Language Arts Literacy, Mathematics, and Science. The booklet tells students about the test, how grades will be reported, and what the test will be like. It describes the three content areas and contains sample questions in each area. Information is given so that the student can prepare himself or herself to take the test. A pamphlet is packaged with this booklet to describe the GEPA for parents, answering why it is given and how results are reported students ask and adding information about testing for special education students. The parent pamphlet, "Grade Eight Proficiency Assessment (GEPA): Your Guide to the GEPA," is in both English and Spanish. (SLD) showed no evidence that anxiety or pressure negatively impacts student achievement. (Contains 1 figure, 6 tables, and 33 references.) (Author/SLD)

ED 460 156 TM 033 631

Hulley, Kathy S.
Gender Bias: What Are the Current Issues?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Gender Issues; Higher Education; *Sex Bias; Sex Discrimination; Sex Stereotypes

Gender bias can have many detrimental effects in education, including effects on teacher behavior, student performance, and the subject choices made by students. Various studies have shown that teachers tend to provide more specific and instructive feedback for boys and that males are likely to receive more teacher attention, most of it corrective. Teachers are unaware of their actions, and old habits are hard to change when they do become aware of their actions. Students themselves have conceptions about gender roles and abilities, and these also affect their conduct and the ways teachers react. A review of the literature has found that curriculum can have an impact on gender bias. Preservice teachers must be taught about the issues to help them become more reflective. Professional development can help teachers become aware of gender bias to treat all students more equitably. Among research needs in the area of gender bias is a measurement survey to measure gender bias behavior. (Contains 43 references.) (SLD)

ED 460 157 TM 033 632

Crowson, H. Michael
Assessing the Multidimensionality of a Unidimensional Scale: The Problems and Potential of the Need for Closure Scale for Educational Research.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001). Contains areas of light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Cognitive Processes; Correlation; Educational Research; Factor Analysis; *Factor Structure; Higher Education; *Test Use; *Undergraduate Students
IDENTIFIERS- *Closure; *Dimensionality (Tests)

The dispositional motivation of individuals to engage in information processing was studied through an instrument, the Need for Closure Scale (NFCS) (A. Kruglanski and others, 1996), developed to measure differences in the need for structure and closure. One goal of the two studies reported was to address criticisms related to the dimensionality of the measure and issues pertaining to its use as a unidimensional measure. The first study considered the proposed two-factor structure of the scale through the responses of 478 undergraduate students who

NOTE- 62p.; Former title: Do School Vouchers Improve Student Performance?
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; *Educational Vouchers; Elementary Secondary Education; Hispanic American Students; Low Income Groups; Minority Group Children; Private Schools; Program Effectiveness; Public Schools; *School Choice
IDENTIFIERS- African Americans; District of Columbia; Latinos; New York (New York); Ohio (Cleveland); Ohio (Dayton); Texas; Wisconsin (Milwaukee)

This study reviews recent empirical research on the effect of school vouchers on student achievement (particularly for low-income minorities attending private schools) and the effect of the threat of vouchers on low-performing public schools. The study examines the Milwaukee voucher experiment, the Cleveland voucher program, and new voucher research. Research on the voucher programs in Cleveland and Milwaukee indicate that for African American students these programs have little or no positive effect on their academic achievement. Research from Dayton, Ohio, New York, New York, and Washington, D.C. shows no significant test score gains for Hispanic and White voucher students but statistically significant gains for African American students. However, several methodological issues make these comparisons of achievement problematic. Findings that the threat of vouchers for students in failing public school caused math and writing gains among Florida's lowest-performing schools to increase significantly more than gains of higher-performing schools are plagued by methodological problems. Three papers are appended: "What Caused the Effects of the Florida A Program: Ratings or Vouchers?" (Doug Harris); "Replication of Jay Greene's Voucher Effect Study Using Texas Performance Data" (Amanda Brownson); and "Replication of Jay Greene's Voucher Effect Study Using North Carolina Data" (Helen F. Ladd and Elizabeth J. Glennie). (Contains 33 endnotes and 29 references.) (SM)

ED 460 176 UD 034 615

Close the Book on Hate: 101 Ways To Combat Prejudice.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consciousness Raising; *Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Higher Education; *Racial Bias
IDENTIFIERS- *Antibias Practices; Diversity (Groups); *Hate Crime

This pamphlet, which is part of the Close the Book on Hate Campaign, provides definitions, resources, and suggested readings on combating prejudice. The premise of the campaign is the belief that through reading and discussion, children will be better able to counter prejudice and hate. The pamphlet begins with suggestions for combatting prejudice at home (e.g., get to know and take pride in one's heritage and share it with others); at school (e.g., establish a diversity club and create a school anti-prejudice slogan); in the workplace (e.g., make respect for diversity a core value with the company and become aware and respectful of individual work styles); in houses of

NOTE- 435p.; Sponsored by the Koret Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ability Grouping; Academic Achievement; Academic Standards; Bilingual Education; Charter Schools; Child Development; Class Size; Computer Uses in Education; Disadvantaged Youth; Distance Education; *Educational Change; Educational Finance; Educational Vouchers; Elementary Secondary Education; Federal Aid; Higher Education; Home Schooling; Parent Participation; Poverty; Preservice Teacher Education; Private Schools; Privatization; Progressive Education; *Public Education; Reading Instruction; School Choice; School Size; Social Promotion; Special Education; Student Evaluation; Teacher Competencies; Teacher Evaluation; Teacher Salaries
IDENTIFIERS- Character Education; Gardner (Howard); *Reform Efforts; Ritalin

This book presents a collection of recent articles on the problems in today's schools, why school and students are underperforming, exploring a range of topics and explaining why some reforms in education are destined to fail while others have been proven to work. The first section, "Teaching Approaches," presents articles on progressive education; curriculum and methods; computers/distance learning; direct instruction, explicit teaching; ability grouping; and whole school reform. The second section, "The Student," offers articles on student beliefs/character education and social promotion. The third section, "Parents and Teachers," includes articles on such issues as the parent-school relationship, teacher salaries, teachers' unions, and teacher evaluation. The fourth section, "Educationally Disadvantaged," discusses such issues as bilingual education, Ritalin, and special education. The fifth section, "Standards and Accountability," looks at the development of academic standards and the fight against testing. The sixth section, "Structuring Education," presents articles on spending, vouchers, contracting out, charter schools, class and school size, federal aid to education and the poor, home schooling, and private schooling. (SM)

ED 460 196 UD 034 645

Taylor, Dianne L., Ed.; Kemper, Elizabeth A., Ed.
Evaluating the Effectiveness of Title I Schoolwide Programs: Evidence from the Field. Readings on Equal Education.
PUB DATE- 00
NOTE- 223p.; Managing Editor, Pamela S. Angelle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Access to Education; Case Studies; Disadvantaged Youth; *Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; Government Role; Poverty; Program Effectiveness; Rural Schools; Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; Pullout Programs; *Reform Efforts

This collection of papers explores federal, state, and local efforts across the United States to ensure that all students have equal and equitable educational opportunities. The book begins with an introduction, "Title I Schoolwide Programs: Examining Evidence from the Field" (Dianne L. Taylor and Elizabeth A. Kemper). Section 1, "History and Overview of Title I," presents: (1) "An Historical Perspective of Title I: Expansion of the Federal Role in Education" (Elizabeth A.

opportunities and effective school reform for Hispanic Americans, offering a reflection on the bicultural experience of minority groups in U.S. schools and showing how and why educational reforms must seek to build upon rather than downplay the native culture and language of minority students. The book includes stories from the author's life and from the experiences of other teachers and students. The 10 chapters examine the following: (1) "An Introduction to 'Raices y Alas'"; (2) "Culturally Diverse We Are, Equal and United We Are Not"; (3) "It Doesn't Have To Be 'Either/Or'"; (4) "Hispanics: A Growing Immigrant People"; (5) "Culture and Education: Seeds of the Individual and Collective Identity for Hispanics in Schools"; (6) "Educational Approaches--What Works for Hispanics: General Constructs and the Early Years"; (7) "Educational Approaches--What Works for Hispanics: The Adolescent Years"; (8) "Educational Approaches--What Works for Hispanics' Preparation for Admission to Postsecondary Education"; (9) "Theoretical Perspectives on the Present and Future Educational Circumstances of the Hispanic Student"; and (10) "Of Raices y Alas." (Contains approximately 500 references.) (SM)

ED 460 215 UD 034 667

Soler, Mark
Public Opinion on Youth, Crime and Race: A Guide for Advocates. Building Blocks for Youth.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Grant (W.T.) Foundation, New York, NY.; Ford Foundation, New York, NY.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Department of Justice, Washington, DC. Bureau of Justice Assistance.; Open Society Inst., New York, NY.
PUB DATE- 01
NOTE- 47p.; Building Blocks for Youth partners are American Bar Association, Juvenile Justice Center, Justice Policy Institute, Juvenile Law Center, Minorities in Law Enforcement, National Council on Crime and Delinquency, and Pretrial Services Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Crime; *Delinquency; *Juvenile Justice; *Public Opinion; *Racial Bias; Rehabilitation
IDENTIFIERS- *Incarcerated Youth; *Juvenile Crime; Louisiana; Maryland

This guide summarizes public opinion research on youth and juvenile justice issues from the Building Blocks for Youth focus groups and various national polls. Overall, the public is less fearful about crime than in the past but believes juvenile crime is increasing. There is serious public concern about the effectiveness of the juvenile justice system and what happens to youth in the system. The public holds mixed views about racial stereotypes and crime and is uncertain whether the system acts in a biased manner. Large majorities support measures to remedy unequal treatment of minorities. The public believes that the system should impose consequences on youth who break the law to teach them responsibility. It shows little support for simply incarcerating youth and prefers rehabilitation and treatment programs. Recommendations include acknowledging accountability, emphasizing that it does not with school staff indicated that the Civic Strategies approach was thoughtful, well-founded, and well-implemented, given the conditions at the targeted schools and the very limited budget. Where buy-in was successful, Civic Strategies was able to roll out the rest of the model and make progress toward positive change. This occurred in about two-thirds of the schools. At the other one-third, implementation became stuck at the initial stages. (Contains 29 references.) (SM)

ED 460 235 UD 034 695

Clewell, Beatriz Chu; Villegas, Ana Maria
Absence Unexcused: Ending Teacher Shortages in High-Need Areas. Evaluating the Pathways to Teaching Careers Program.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 14p.; For the related study, "Ahead of the Class: A Handbook for Preparing New Teachers from New Sources," see ED 454 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Evaluation; Teacher Certification; *Teacher Recruitment; *Teacher Shortage; *Teaching (Occupation)

The Pathways to Teaching Careers Program was evaluated over the course of 6 years. The program worked with colleges and universities to develop effective strategies for recruiting and preparing teachers to complete all requirements for teacher certification leading to full-time jobs. Partnerships between the universities and local school districts ensured that the new teachers were being prepared for assignments that the schools really needed. In turn, the districts agreed to help place graduates in high-need schools. This evaluation of Pathways surveyed participants, program staff, teaching supervisors, and principals to examine whether it met its recruitment goals, retained participants in the program through certification, graduated good teachers, and helped retain teachers. Results indicated that Pathways surpassed its numeric recruitment goals, showing that a significant pool of qualified non-traditional candidates exists. The completion rate for Pathways participants was higher than the national rate for students in traditional preservice programs. Pathways graduates taught in the targeted school districts or schools at very high rates. Graduates were perceived by their supervisors, principals, and an independent assessor to be more effective as teachers than typical beginning teachers. Pathways graduates were more likely to remain in teaching for at least 3 years than typical beginning teachers. (Contains 14 references.) (SM)

ED 460 236 UD 034 696

Heflin, Colleen M.; Pattillo, Mary
Crossing Class Boundaries: Race, Siblings and Socioeconomic Heterogeneity. JCPR Working Paper.
SPONS. AGENCY- Ford Foundation, New York, NY.; Northwestern Univ., Evanston, IL. Inst. for Policy Research.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

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FR:AA001340/ED459310
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AA - ERIC Processing and Reference Facility

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JC - Community Colleges

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JC020059	ED459868
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JC020061	ED459870
JC020062	ED459871
JC020064	ED459872
JC020065	ED459873
JC020066	ED459874
JC020067	ED459875
JC020068	ED459876
JC020069	ED459877
JC020071	ED459878
JC020072	ED459879
JC020074	ED459880
JC020076	ED459881
JC020077	ED459882
JC020078	ED459883
JC020080	ED459884
JC020082	ED459885
JC020083	ED459886
JC020085	ED459887
JC020086	ED459888
JC020087	ED459889
JC020088	ED459890
JC020090	ED459891
JC020092	ED459892
JC020093	ED459893
JC020094	ED459894
JC020097	ED459895
JC020098	ED459896
JC020099	ED459897
JC020100	ED459898
JC020101	ED459899
JC020102	ED459900
JC020111	ED459901
JC020112	ED459902
JC020115	ED459903
JC020121	ED459904

PS - Elementary and Early Childhood Education

PS029191	ED459905
PS029347	ED459906
PS029751	ED459907
PS029787	ED459908
PS029968	ED459909
PS029973	ED459910
PS029974	ED459911
PS029976	ED459912
PS029977	ED459913
PS029978	ED459914
PS029980	ED459915
PS029981	ED459916
PS029985	ED459917
PS029986	ED459918
PS029987	ED459919
PS029992	ED459920
PS029995	ED459921
PS029997	ED459922
PS029998	ED459923
PS030000	ED459924
PS030001	ED459925
PS030006	ED459926
PS030007	ED459927

PS030008	ED459928
PS030009	ED459929
PS030010	ED459930
PS030011	ED459931
PS030012	ED459932
PS030013	ED459933
PS030014	ED459934
PS030015	ED459935
PS030016	ED459936
PS030017	ED459937
PS030018	ED459938
PS030020	ED459939
PS030021	ED459940//
PS030026	ED459941
PS030030	ED459942
PS030031	ED459943
PS030032	ED459944
PS030033	ED459945
PS030034	ED459946
PS030035	ED459947
PS030036	ED459948
PS030037	ED459949
PS030048	ED459950
PS030049	ED459951
PS030050	ED459952
PS030051	ED459953
PS030052	ED459954
PS030053	ED459955
PS030054	ED459956
PS030055	ED459957
PS030056	ED459958
PS030057	ED459959
PS030058	ED459960
PS030059	ED459961
PS030061	ED459962
PS030062	ED459963
PS030063	ED459964
PS030072	ED459965
PS030077	ED459966//
PS030078	ED459967//
PS030085	ED459968//

RC - Rural Education and Small Schools

RC023262	ED459969
RC023263	ED459970
RC023264	ED459971
RC023265	ED459972
RC023304	ED459973
RC023307	ED459974
RC023308	ED459975
RC023318	ED459976
RC023330	ED459977//
RC023331	ED459978
RC023333	ED459979//
RC023334	ED459980
RC023335	ED459981
RC023336	ED459982
RC023337	ED459983
RC023339	ED459984//
RC023347	ED459985
RC023348	ED459986
RC023351	ED459987
RC023356	ED459988

RC023357	ED459989
RC023358	ED459990

SE - Science, Mathematics, and Environmental Educ

SE064926	ED459991
SE064961	ED459992
SE065413	ED459993
SE065444	ED459994
SE065447	ED459995
SE065448	ED459996
SE065453	ED459997
SE065454	ED459998
SE065455	ED459999
SE065457	ED460000
SE065492	ED460001
SE065493	ED460002
SE065494	ED460003
SE065496	ED460004
SE065497	ED460005
SE065498	ED460006
SE065507	ED460007
SE065508	ED460008
SE065544	ED460009
SE065545	ED460010
SE065548	ED460011
SE065580	ED460012
SE065590	ED460013
SE065594	ED460014
SE065600	ED460015
SE065640	ED460016
SE065641	ED460017
SE065642	ED460018
SE065653	ED460019
SE065654	ED460020
SE065656	ED460021
SE065657	ED460022
SE065660	ED460023
SE065662	ED460024

SO - Social Studies/Social Science Education

SO031702	ED460025
SO033010	ED460026//
SO033298	ED460027//
SO033320	ED460028
SO033373	ED460029
SO033425	ED460030
SO033442	ED460031
SO033443	ED460032
SO033444	ED460033
SO033445	ED460034
SO033451	ED460035
SO033453	ED460036
SO033455	ED460037
SO033456	ED460038
SO033457	ED460039
SO033458	ED460040
SO033459	ED460041
SO033460	ED460042
SO033461	ED460043
SO033462	ED460044
SO033463	ED460045
SO033464	ED460046

SO033465	ED460047
SO033471	ED460048
SO033472	ED460049
SO033473	ED460050
SO033474	ED460051
SO033486	ED460052
SO033487	ED460053
SO033505	ED460054//
SO033506	ED460055
SO033510	ED460056
SO033512	ED460057
SO033513	ED460058
SO033514	ED460059
SO033516	ED460060
SO033517	ED460061
SO033518	ED460062
SO033519	ED460063
SO033523	ED460064
SO033524	ED460065
SO033525	ED460066
SO033526	ED460067
SO033527	ED460068
SO033528	ED460069
SO033529	ED460070
SO033530	ED460071
SO033532	ED460072
SO033534	ED460073

SP - Teaching and Teaching Education

SP040233	ED460074
SP040249	ED460075
SP040388	ED460076//
SP040402	ED460077
SP040406	ED460078//
SP040415	ED460079
SP040416	ED460080
SP040419	ED460081
SP040420	ED460082
SP040421	ED460083
SP040422	ED460084
SP040423	ED460085

SP - Teaching and Teaching Education (continue)

SP040424	ED460086
SP040426	ED460087
SP040427	ED460088
SP040428	ED460089//
SP040429	ED460090
SP040430	ED460091
SP040431	ED460092
SP040432	ED460093//
SP040433	ED460094//
SP040437	ED460095
SP040439	ED460096
SP040441	ED460097
SP040443	ED460098
SP040445	ED460099
SP040446	ED460100
SP040447	ED460101
SP040448	ED460102
SP040449	ED460103
SP040451	ED460104
SP040455	ED460105